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ABSTRACT

This manual for teaching western riding is divided into two parts. Part one is composed of discussions of general aspects of riding instruction. Included are discussions of the basic goals of riding, characteristics of a basic position, styles of holding reins, standing position, and elementary control. Part two is composed of 20 suggested lesson procedures which cover various details of western riding. It is indicated that this section is not a rigid outline or guide; its suggestions are meant to provide the instructor with a definite method for teaching position in a logical progression of steps. The manual is illustrated with drawings and diagrams and is indexed. (JA)

ED 079299

MANUAL FOR TEACHING

WESTERN RIDING

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TABLE OF CONTENTS

Topics	Page
Part I	
Basic Goals of Riding	1
Characteristics of a Basic Position	3
Design of Position	6
Styles of Holding Reins	9
Use of the Snaffle Bridle	13
Standing Position	15
Elementary Control	17
Part II	
Lessons 1 Through 5	
Lesson 1, On a moving horse	28
Lesson 2, Teaching the standing position	30
Lesson 3, Teaching standing position for riding regular trot and posting	31
Lesson 4, Developing confidence and skill at the trot	34
Lesson 5, Practice in control at the walk and trot	35
Lessons 6 Through 10	
Lesson 6, Theory of position	39
Lesson 7A, Practicing standing position at a walk and trot without holding mane	40
Lesson 7B, Teaching the position for the jog-trot	41
Lesson 8, Use of bearing rein if alternate reining method has been used	43
Lesson 9A, Circles and turns at regular trot	45
Lesson 9B, Circles and turns at a jog	46
Lesson 10, First trail ride	47
Lessons 11 Through 15	
Lesson 11, Beginning the lope	48
Lesson 12, Mechanics of the walk and aids for increasing speed of the walk	50
Lesson 13A, Mechanics of regular trot	51
Lesson 13B, Mchanics of jog-trot	51
Lesson 14A, Jog-trot and change of speeds	52
Lesson 14B, Change of speeds at trot for control	55
Lesson 15, More trail riding	57
Lessons 16 Through 20	
Lesson 16, Diagonals	58
Lesson 17, Mechanics and leads of a lope	58
Lesson 18, Aids for obtaining leads	59
Lesson 19, Aids for maintaining the lope	63
Lesson 20, Loping on trail rides	64

ILLUSTRATIONS

Figure		Page
1	Basic Position for Western Riding	4
2	Saddle Recommended for Western Riding	7
3	Frictional Grip	8
4a	Free Hand Holding Split Ends of Reins	11
4b	Reins in One Hand	11
5	Reins in One Hand Passing Through Thumb and Index Finger	11
6	Reins in One Hand Separated by Little Finger	11
7	Reins Separated by Index Finger	11
8	Positions for Free Hand	12
9	Snaffle Bit	13
10	Grazing Bit	13
11	Alternate Reining	14
12	Standing Position at Trot, Holding Mane With Both Hands	16
13a	Standing Position, Free Hand Holding Mane	18
13b	Standing Position at Trot, Holding Swell with Free Hand	19
14	A Good Reining Stop	22
15	A Poor Stop	23
16	Aids Applied	24
17	Neck Reining to Right	24
18	Neck Reining to Right, Viewed from above	24
19	Give and Take Action of Little Finger	25
20	Rein and Leg Aids	26
21	Posting to the Trot	32
22	Small Arena	37
23	Barrels in Arena	37
24	"The Throwback"	40
25	Body Position at Trot without Hand Hold	42
26	Bearing Rein	44
27	Western Riding Horse Contest	53
28	Barrel Race	53
29	A Barrel "Trot"	54
30	Leads	60
31	Reins Divided by Four Fingers	62
32	Arena and Movements for Test 1A	67

Appendix

Arena Tests	65
Arena Test 1-A	66
Outline of Position, Control, and Movements	68
Index	69

Preface

The National Riding Committee became a joint committee of two AAHPER divisions in 1966. Previously, the committee had been a part of the structure of the Division for Girls and Women's Sports. Formed in 1936 by a group meeting at Sweet Briar College, it first served to establish standards for forward riding. Later, the committee's scope was widened to include western horsemanship. For some years the membership was drawn from DGWS, with men advisers, but beginning in 1966, with official participation by the Division of Men's Athletics, men became members of the committee. The current increase in interest in horsemanship has created a demand for more national rating centers to evaluate the ability of riders. There is also an increased need for qualified teachers and for practical instructional materials. The National Riding Committee performs both services and has formed two divisions--forward riding and western riding--in order to function most effectively. The Western Division of the National Riding Committee organizes and administers national rating centers throughout the country. It assists the DGWS Riding Committee in the

preparation of the biennial Guide (see page 70) and has also sponsored preparation instructional manuals.

This teaching manual for western riding has been prepared by Elizabeth Shannon. A member of the DGWS-DMA National Riding Committee, 1970-72, she is serving as chairman of rating centers for western riding. She is also the riding editor for the 1970-72 DGWS Archery-Riding Guide. During summers, Miss Shannon heads the riding department of the Stephens-Perry-Mansfield Camps, Steamboat Springs, Colorado, and in winter seasons she instructs in the Clifton, Arizona, public schools, and is also senior leader for the 4-H Clifton Horse Project Club. Her contribution is gratefully acknowledged, along with the fine work of the illustrator for this manual, Norma Mason.

PART I

Western riding calls for unity of horse and rider.

A method of teaching riding is essential if students are to achieve as much as possible during an average camp season. The instructor should have in mind certain goals for his students and develop a definite and logical progression of steps to achieve these goals. While adhering to basic principles, the method should, of course, be flexible enough to fit the varying situations such as facilities, location, type of horses, or physical differences of students.

Basic Goals

Basic riding consists of:

1. How to sit on a moving horse, or position.

2. How to handle the horse while riding, or control.

3. How to teach the horse to accept the rider's weight and be guided by him, or schooling.

All three of these skills cannot be learned at once, so they are taught in the above order. Sufficient time must be spent by the instructor on each skill before the student is ready to advance to the next stage of learning.

Most equestrian schools and camps will be concerned primarily with the first two stages of development.

Factors Contributing To Effective Teaching

The effectiveness of an individual's teaching may be improved by the practice of a few time-proven techniques. The four fundamentals to be considered are the horses, staff, students, and facilities. Let us consider the important factors which contribute to the effective teaching of the western position.

1. Stabilized horses. The importance of stabilized horses cannot be overemphasized for a riding school or summer camp. If they are not owned by the school they must be developed before teaching can be successful in the abbreviated teaching time usually available. Gentle horses can be trained in two to four weeks and will then be passable for teaching. The instructor must have the "know-how" to train such horses before attempting to teach beginners.

Horses which are stabilized for teaching beginners will maintain in the riding ring slow, even gaits on loose reins without too much control from the riders; will respond to voice commands; and will enable the students and instructor to concentrate on developing a correct position.

Quite essential to the teaching of western riding is a horse that is stabilized at the jog-trot. This jog-trot should be a quiet, slow, easy trot with the horse relaxed.

Many western ranch horses develop this gait because of the miles and miles they have traveled at this speed.

2. Teaching assistants. It is advisable in the teaching of beginners to have horses led by someone on foot during the first two or three lessons; or, an older rider or advanced student mounted on a dependable horse make good assistants. A lead rope from a halter under the bridle on the beginner's horse should be used.

When the beginner trots or lopes for the first time, the mounted assistant again is very essential. This will give the beginning student confidence at each gait until he can execute the simple controls at that speed.

3. Proper classification of students. If riders are grouped in classes according to their riding abilities, they will benefit from working together on the same exercise. The lessons, for safety's sake, must be within the limits of the weakest rider. A more advanced rider will quickly become bored when forced to ride with poorer riders. His skill can be developed much faster by the challenge of more difficult lessons engaged in with others of the same ability.

4. Proper riding clothes. Long pants, boots or shoes with heavy soles, hat, and long-sleeved shirt make the rider more comfortable during the lessons. This is particularly true when he is working outdoors in the sun. The student is inclined to disregard the necessity of sun protection, which makes it imperative for the instructor to provide for this contingency.

5. The advantage of small classes. When learning position, the rider can achieve more in a small class, thus progressing more rapidly. The beginning pupil requires constant attention; hence, the instructor should have no more pupils than he can see simultaneously.

6. Size of ring. A small ring is important for teaching the beginner as it enables the instructor to stay close to the pupil and makes it easier for the student to manage his horse. A suggested size is 100' by 80' or smaller. A large ring can be reduced to proper size by a portable fence.

7. The posting trot in teaching western riding. The value of posting to a trot is to develop in the rider's body spring, balance, and rhythm. The angles of the body (hips, knees, ankles) are the springs which absorb the shock of locomotion. For these reasons, the teaching technique for the posting trot is important to the riding instructor.

In some areas the judges call for a regular trot in western equitation classes in approved American Horse Shows Association shows. This trot is ridden by either standing in the stirrups or sitting.

8. The instructor. The riding instructor for western must continue to broaden and develop his knowledge of equitation. The instructor will find that knowledge of English riding is very valuable in teaching the present-day western equitation to junior riders.

This knowledge can be gained through clinics and workshops. The Riding Committee of the Division for Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation, a department of the National Education Association, is sponsoring clinics and rating centers for western riding. The Committee also conducts these clinics and centers for English riding. This organization slants its work toward developing young teachers for summer riding positions in camps and colleges.

CHARACTERISTICS OF A BASIC POSITION

A basic western position for beginners and intermediates can be achieved by the following essentials of balance on the part of the young riding student. (See Figure 1.)

Essentials of a Basic Position

1. The position should unit the rider and the horse at all gaits and enable the rider to be in balance with a moving horse.

2. The position should be nonabusive to the horse and interfere as little as possible with the horse's natural movement.

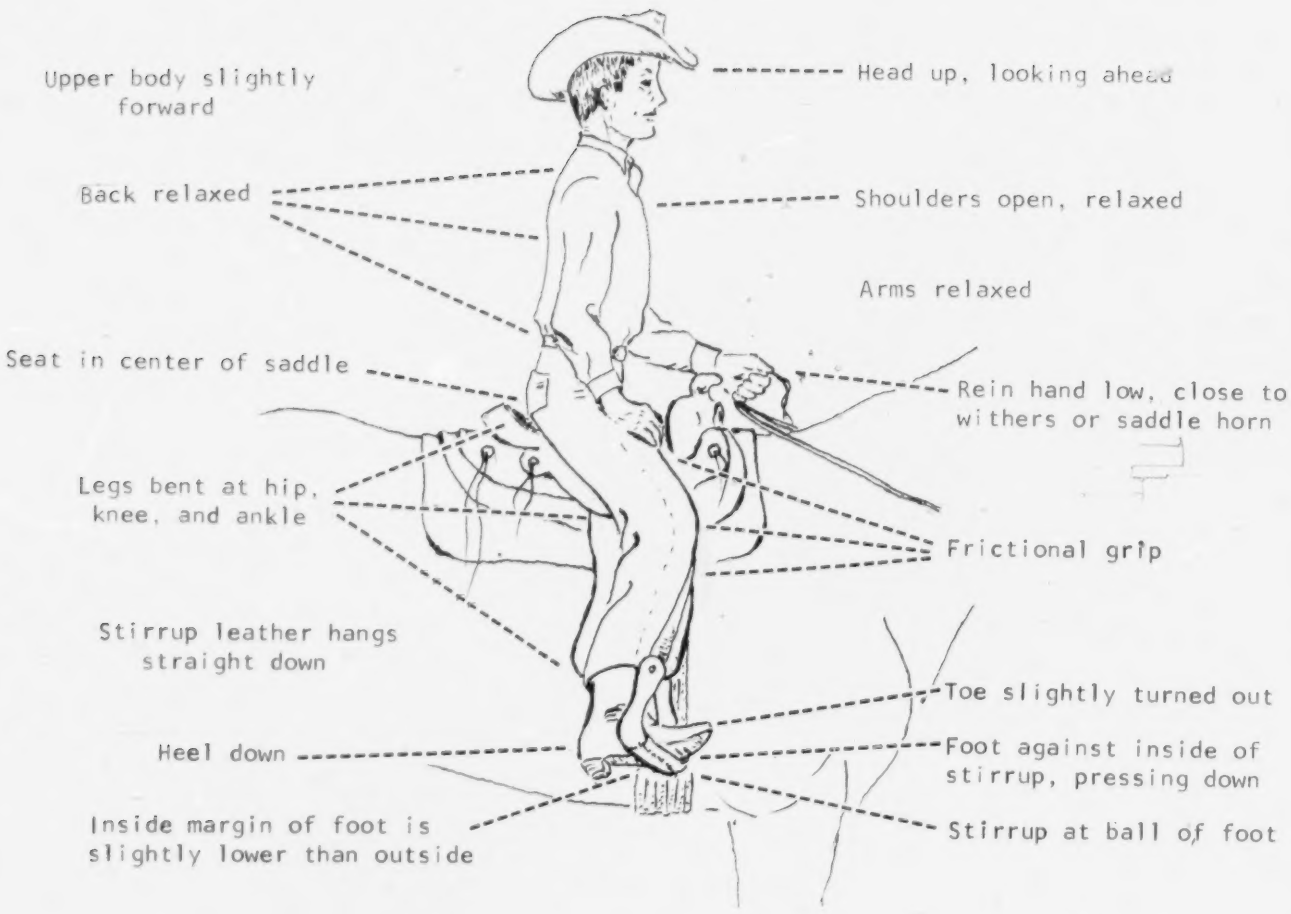
3. The position should provide security for the rider or provide the ability to stay on a moving horse.

4. It should permit the rider to use his aids or controls efficiently and effectively.

The security of the rider on a horse is achieved through a correct and secure leg position and the correct distribution of weight. This ensures the proper effective use of aids or controls independent of the rider's position and balance.

To be united with a horse at all gaits, the rider must distribute his weight in such a manner that his center of gravity coincides with that of the horse. The balance line

Basic Position for Western Riding


Upper body slightly forward
Head up, looking ahead
Back relaxed
Shoulders open, relaxed
Arms relaxed
Seat in center of saddle
Rein hand low, close to withers or saddle horn
Legs bent at hip, knee, and ankle
Frictional grip
Stirrup leather hangs straight down
Toe slightly turned out
Heel down
Foot against inside of stirrup, pressing down
Inside margin of foot is slightly lower than outside
Stirrup at ball of foot

Correct position allows rider to easily stand in stirrups at any time, without having to move feet either forward or back. BALANCE!

FIGURE 1

or center of gravity of a stationary horse can be imagined as a perpendicular line from the ground passing slightly behind the horse's withers. As the horse moves, this center of gravity is displaced; the horse in motion is constantly losing and regaining his equilibrium, or balance. A person walking demonstrates this principle. The moving person loses his balance forward by taking the weight from one foot and catching this weight on the other foot which has been brought forward and placed ahead of his body. He further assists his balance by movements of his arms.

As the horse moves forward by losing and regaining his equilibrium, the rider, in order to remain in balance with the horse, should incline his upper body forward by bending at the hips. The inclination of the upper body increases as the horse's speed increases, and it decreases as the horse's speed decreases.

Nonabusive Position

In development of a nonabusive position, it must be remembered that as soon as a rider is placed on the horse's back, his weight interferes with the horse's natural balance and the horse must learn to readjust his balance to this weight. In order that the rider may achieve a position where his weight interferes least with the horse's balance, the following points concerning the horse should be considered.

1. A quiet horse naturally moves with the preponderance of weight on the forehand.

2. The strong part of the horse's spine and ribs is close to the withers, and the area immediately behind the withers is therefore best suited to carry the rider.

3. The horse is propelled forward by the action of the hindquarters and loins; therefore, the connecting muscles of the rear part of the horse's back should not be abused by the rider's weight. There is less skeletal support in this area due to the decreased spinal rigidity.

4. A normally quiet horse moves forward with his head and neck extended and uses them in natural balancing gestures. The rider's arms and hands should not interfere with these gestures. (The semicollection sometimes necessary for the advanced western horse and rider should not be taught to the beginning student, nor should he be using a western horse with this advanced schooling.)

The security of the mounted rider is achieved through a correct design of position with a secure leg position and the correct distribution of weight.

To ensure using the aids effectively, the rider's position must be correct in its design and completely secure so that the rider may use his hands and legs to guide and control the horse.

DESIGN OF POSITION

A correct position allows the rider to be balanced; thus, he can easily stand in his stirrups at any time without having to move his feet either forward or back. It also allows him to remain relaxed, yet alert, secure, and ready for action.

1. The rider should sit in the center of the saddle, with most of his weight on his crotch, inner thighs, and seat bones rather than on his buttocks. (See Figure 2 for saddle recommended for western riding.)

2. The best way to judge the approximately correct length for the stirrup is to adjust it so that the bottom of the stirrup hits one inch below the ankle bone. This length may vary from one-half to one inch in either direction, depending upon the build of the rider, the conformation of the horse, and the type of riding being done.

Points of Position

The stirrup should be on or slightly behind the ball of the foot so that some of the rider's weight falls into the heels as well as into the stirrup. Dropping this weight into the heels contributes to the stability of the lower leg, counter-balances the movement of the trunk, and increases the security of the rider's position. With the stirrup so placed on the foot and the stirrup under the rider's body, the leathers or fenders are then able to lie flat against the barrel of the horse for part of the distance below the rider's knee. This creates a stability of the lower leg and the overall security of the rider's position. (See Figure 3.)

3. The foot should be next to the inside of the stirrup, toes slightly turned out, and the inside sole of the foot slightly lower than the outside so that the inner side of the upper calf is kept in close contact with the saddle for frictional gripping. (Frictional grip results from a light contact with the saddle, as opposed to muscular grip which is a direct result of the rider's effort. There is no gripping in the lower calf, except for leg aids.) This also helps keep the lower leg close to the horse's side for effective use of aids. (See Figure 3.)

4. The lower leg is in such a position that the stirrup hangs vertically and comes directly under the body to form

Saddle Recommended for Western Riding

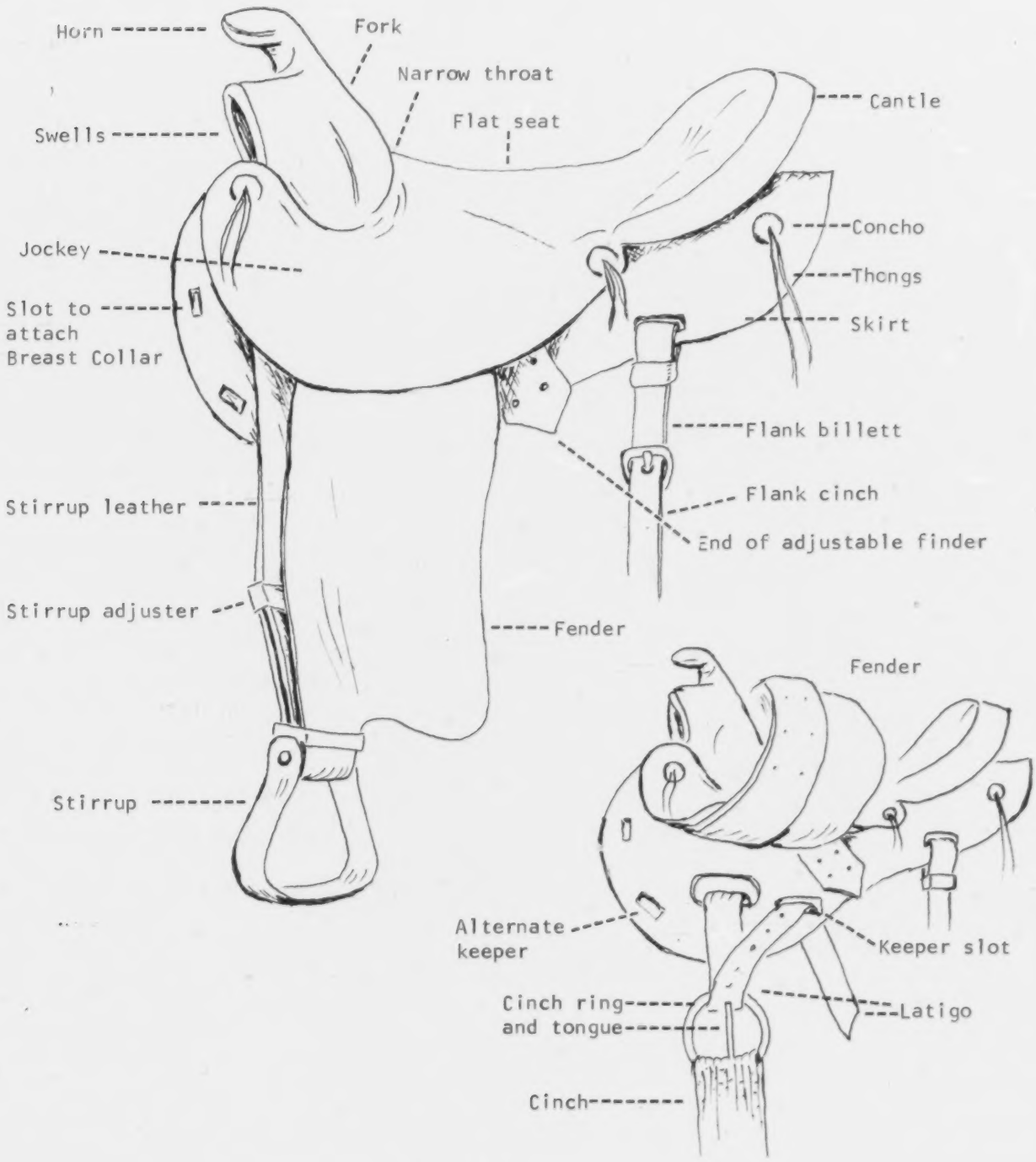


FIGURE 2

Frictional Grip

Weight on crotch and seat bones

Thigh with inner surface flat against saddle

Knee and lower thigh against fender and barrel of horse

Inner surface of upper calf in contact with barrel

Lower leg in position for giving signals, but not gripping

Stirrup at ball of foot

Inside margin lower

Foot against inner curve of stirrup

Frictional Grip -- thighs, knees, and calves held in contact with horse by weight flowing into heels.

FIGURE 3

a strong base of support. The legs are flexed at the hip, knee, and ankle.

5. The lower calf is close to the horse where it can easily be used in giving signals.

6. The inner surface of the upper calf is in contact with the fender of the saddle; thus, the inner surface of the upper calf, knee, and lower thigh provides an effortless frictional grip for security in riding. This frictional grip can become stronger through muscular effort when necessary.

7. The thigh and knee are pushed downward and forward with the inner surface flat against the saddle. (See Figure 3.)

8. The upper part of the body should be inclined very slightly forward from the hips so that the rider is in balance over the stirrups and will be united with the horse in motion. In order to maintain unity with the horse, the slight forward inclination of the upper body increases as the horse's speed increases.

9. The back should be straight with the upper body remaining in a normal yet relaxed attitude.

10. The rider should look straight ahead, not only to see where he is going, but to maintain balance and proper weight distribution. The head should be up. When the rider allows his head to droop, balance and weight distribution are thrown off and relaxation is lost.

Position of Reining Hand

11. The arms should fall naturally in a relaxed position close to the body with the elbows bent. The reining hand is held just above the horn or almost brushing the horn. The hand must not touch the horn but passes just above it for efficient reining. The straighter the line of action of forearm to bit the more efficient the use of the control. The tall rider with a longer arm can hold the hand in front of the horn to make up for the difference in length of the forearm. (See Figures 1 and 4a.)

STYLES OF HOLDING REINS

The student showing in western equitation classes (advanced, beginner, or intermediate level) should use one hand and control the horse with neck-reining. He should also use check and release. The horse should be schooled to respond to the neck rein when it is applied

near the area at the base of the neck. The various styles of holding the reins are regulated by the American Horse Shows Association and the American Quarter Horse Association rules and will be discussed first. These rules are in the process of being liberalized for the junior horseman, and they change from year to year. Therefore, the following are not to be considered as current horse show rules; rule books should be consulted.

In the first style, the reins pass under the little finger and up through the palm to the thumb and index finger. (See Figure 4b.) This style is most commonly used by horse show junior riders. It brings the reins lower and keeps a straighter line from bit to elbow.

The second style passes the reins between the thumb and index finger and on down through the palm. (See Figure 5.)

Liberalized styles for the junior horseman using split reins now recommended by riding instructors are:

First, allow the rider to separate the reins with one finger for the sake of control and relaxation of the hand while working. The little finger should separate the reins if they pass up through the palm of the hand. (See Figure 6.)

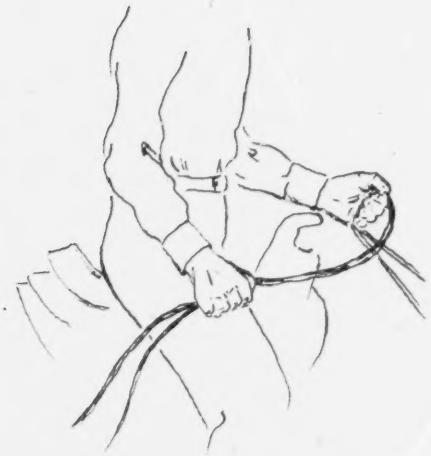
Second, the reins may be held with index finger separating the reins. (See Figure 7.)

Free Hand on Thigh

The free arm of the western rider should fall naturally at the side of the torso, and the hand should rest on the thigh in a relaxed manner. (See Figures 1 and 8.) This relaxed position of the hand and forearm will help keep the shoulders square when riding. Clutching or gripping with the free hand will stiffen the shoulder or cause it to fall to the rear of the other shoulder.

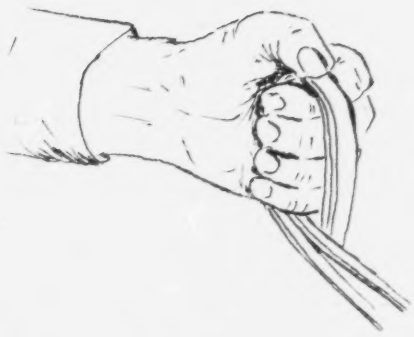
Another position of the free forearm and hand is to carry them parallel to the belt, palm toward belt buckle. (See Figure 8.) This will allow the rider to keep the shoulders squared and balanced. It is a more recently accepted position in the show ring and comes from an old style of western riding.

Originally, the free hand was used by the rider to open gates, to rope, or to do other work necessary to western riding. A left-handed rider would rein with the right hand and work with the left. The reverse is true of the right-handed rider.



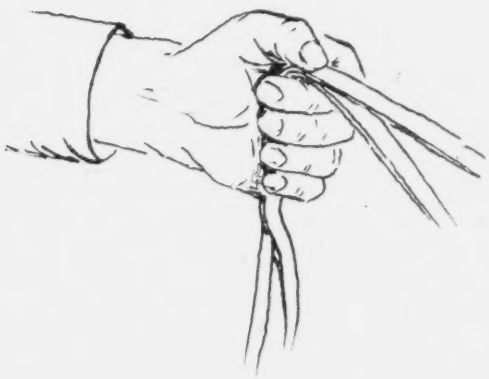
Free Hand Holding Split Ends
of Reins or Romal (Junior Classes)

FIGURE 4a



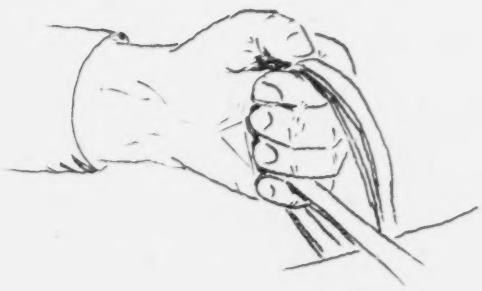
Reins in One Hand (AHSA Senior Classes)

FIGURE 4b



Reins in One Hand
Passing Down Thru Thumb
and Index Finger (AHSA)

FIGURE 5



Reins in One Hand Separated by Little
Finger (AHSA Junior Class)

FIGURE 6

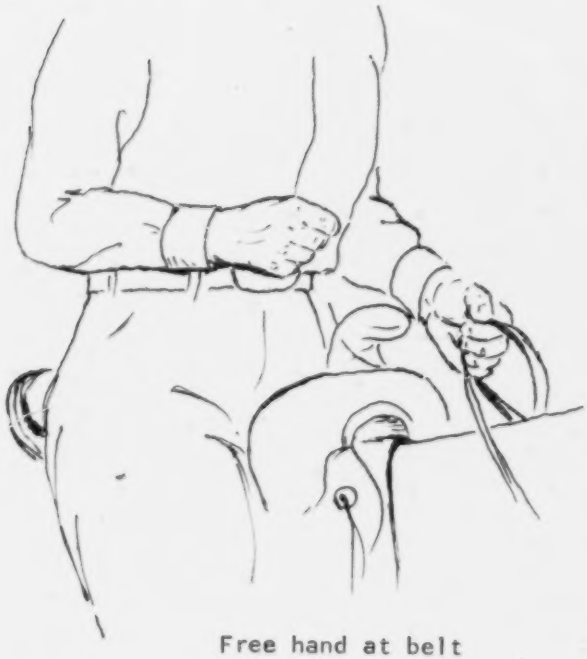
Reins Separated by Index Finger
(AHSA Junior Classes)

FIGURE 7

Positions for Free Hand

Free hand holding
split reins or romal
(Juniors)

Free hand on thigh



Free hand at belt

FIGURE 8

It is of utmost importance that the beginner be non-abusive to his horse's mouth. If the stabilized horse is abused by the reining, it soon becomes discouraged and irritable. The student cannot make rapid progress in developing a correct position on a resentful, "mentally disturbed" horse.

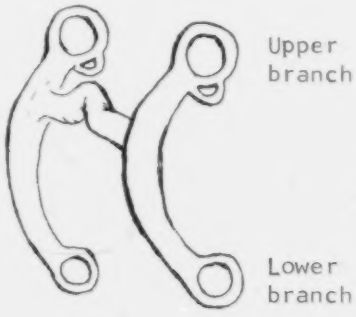
USE OF THE SNAFFLE BRIDLE

Bits for Beginners

If the snaffle bit (see Figure 9) is used on horses ridden by beginning students, very little abuse is caused by tension and jerky hand movements. This method of reining will be termed the alternate method of reining with the snaffle throughout this manual.

Snaffle Bit

FIGURE 9



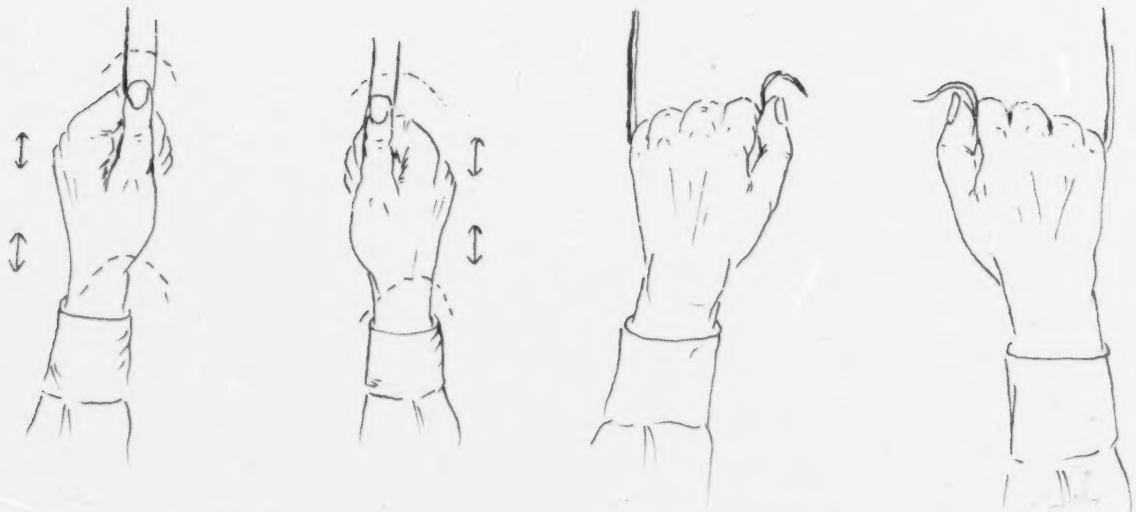
Grazing Bit

FIGURE 10

If the camp or school does not have the snaffle bridle, it is recommended that the instructor use the grazing bit on bridles when teaching beginners. This is the mildest of the western bits and will ensure the least amount of abuse to the horse's mouth because of the low port and short lower branch. (See Figure 10.)

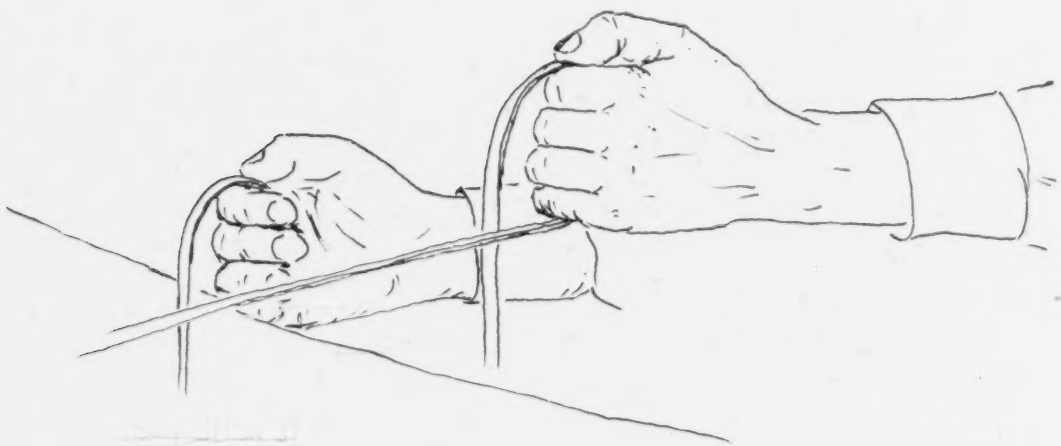
If the snaffle bridle is available, the beginner will have subsequently better control over the horse if he has been taught during the first nine or ten lessons to use both hands on the reins. But a western horse will have to be schooled to respond to "two-handed reining." This can be accomplished in a very short time during the stabilization of the horse. (See Figure 11.)

Alternate Reining



Correct
Thumbs up

Wrong
Backs of hands up



Reins in both hands. Thumbs up, strong, relaxed, lower fingers can be soft.

FIGURE 11

STANDING POSITION

The standing position is used for the regular and fast trots, loping, galloping, and schooling. Perhaps its most important use is as a fundamental exercise in developing effectively the characteristics of a basic position.

When first learning the standing position, the student places his hands on the mane of the horse (see Figure 12) or on the swells of the saddle, depending on the length of his arm. The student also may hold the mane or the swell with his right hand. (See Figures 13a and 13b.) If he holds the mane, the right hand will be above the reining left hand. This is to start the rider reining close to the horn and in the "base of the neck" area. The right hand steadies the rider while he is learning the balance of the standing position. It is not always possible to hold the mane of the western horse, for such a mane is quite often clipped.

This position (standing) is similar to the galloping position used on the flat saddle. After positioning his hands, the rider leans forward from the hips, placing some weight on his hands to help maintain balance, and stands in his stirrups. He bends his knees slightly and places his crotch close to the seat of the saddle. As he stands in his stirrups, he should let his weight drop into his heels. As he does this, the inside surface of the lower part of the thighs, the knees, and the upper part of the calves should be in contact with the saddle and the fender of the saddle, but he should not resort to a strong muscular grip. At all times the rider's weight should be in balance over his heels to maintain correct weight distribution. He should strive for a graceful and effortless position. This position can be maintained on a balanced ride saddle; the hand-hold on mane or swells is not needed for balance.

Purposes of Standing Position

The standing position is a valuable exercise in teaching position.

1. It speeds up the development of a correct basic position.

2. It helps the student develop balance and correct weight distribution.

3. Having most of the weight in the stirrups makes pressing the heels down comparatively easy by relaxing the ankle joints.

4. By allowing the weight to drop into the heels, the leg position is strengthened and stabilized.

Standing Position at Trot, Holding Mane
with Both Hands

FIGURE 12

5. It helps in teaching the standing trot because it reduces the shock of locomotion and gives the student more confidence.

6. Learning the posting trot is done more efficiently and quickly because:

a. Practicing the standing position at the trot before beginning to post accustoms the rider to the movement of the trot without the shocks of locomotion that occur when sitting to the trot.

b. It is easier for the student to rise out of the saddle when he is already accustomed to standing in the stirrups.

7. It will facilitate teaching the beginning stages of loping if the beginner is placed in the standing position. (This should come after the rider stood at walk and trot.) As the rider becomes more accustomed to the movement of the lope, he can gradually sit more and more in the saddle and learn to absorb the shocks of locomotion in the joints of his body.

When To Teach Standing Position

The standing position should be introduced during the first or second lesson. The instructor should place the student in the correct position at a standstill. The student can then pactice the standing position for short intervals, first at a walk, then at a trot. A beginning student will be able to maintain the standing position for only a few minutes at a time without tensing his muscles.

During rest periods the student should try to "feel" the same lower leg position and distribution of weight while sitting in the saddle as he felt in the standing position. The rider should be encouraged to remove his hand from the swell or mane for short periods as soon as possible, always returning it when he feels he is losing his balance.

ELEMENTARY CONTROL

The main purpose of control during the teaching of position is to give the student authority over the horse and to maintain orderly movement of the class. The aids, legs and hand(s), are used mainly to back up the voice commands when these do not secure obedience from the horse. All work should be done on loose reins as much as possible. However, as the rider gives commands (such as for halting or turning), it will be necessary for him to have contact with the horse's mouth through the use of his

Standing Position, Free Hand Holding Mane

FIGURE 13a

Standing Position at Trot, Holding Swell with Free Hand

FIGURE 13b

Intermittent Contact

reins. Once the horse obeys the command, the rider returns to loose reins. This is called "intermittent contact."

Reins may be held in either hand but at such a length that the rein bears against the horse's neck at the base and not in the middle or near the head. The position of the hand for reining depends on the size of the rider, as previously discussed. (See Figures 4-7.)

If the alternate reining method with snaffle bit is used, then the leading rein and check rein are employed to control the horse. The beginner has a tendency to rein far wider than necessary and the horse is less abused with the snaffle bridle.

Forward Movement

To move the horse forward, the student uses the necessary command, "walk" or "trot." If the horse does not respond, the rider urges the horse forward by intermittent squeezes or taps with both legs at the same time. The reins should be loose but even and the rider should lean forward slightly from the hips in order not to lose his balance when the speed of the horse increases.

To halt the horse, the rider uses the command "whoa" or "ho," followed by a shifting of his weight back to the vertical and a check on the reins. If the horse does not respond to this command, the student should first shorten his reins by sliding his reining hand forward along the reins. This can easily be done with the help of the other hand if the end of the reins are left on that side for this purpose in the beginning lesson. The helping hand is not to be used in reining but only in shortening the reins. Then the student should check gently and immediately release this pull so that the reins are again in normal position. This "check-release" can be done several times in rapid succession. The instructor must be sure that the student does not continue to pull back with no releases. As the horse is making the stop, the rider straightens up his upper body to the standstill position; he must never lean his upper body back farther than the vertical. As soon as the horse stops, the rider returns to loose rein again. (See Figures 14 and 15.)

If the student is using the alternate reining method, the hands can move forward along the reins by inching the reins through the hands. The little finger reaches down and grasps the reins between itself and the palm of the hand; then the index finger and thumb slide down to grasp the rein. This process is repeated until the desired length of rein is achieved.

In the use of the snaffle reins, a slight jerk on the loose reins is sometimes necessary to enforce the command with horses used for beginning riders. (See Figure 16.)

Turning

To turn the horse, the student must shorten the reins and then carry the reins across the base of the horse's neck. The reining hand should not move more than two inches to the side of the horn or center of the withers. (See Figures 17 and 18.) The beginner has a tendency to leave the reins loose and pull the reins too far to the side of the horse's neck. This lets him get off balance. It also tilts the horse's nose and head in the opposite direction of the turn, thus confusing the horse.

Leading Rein

Using the alternate reining method, the rider must use one rein independently of the other. For example, to turn the horse to the left, the rider first shortens his left rein as he did for the halt, then moves his left hand to the left and leads the horse in the turn. The right rein must not interfere with the horse. This rein action is called the leading rein. (See Figure 11.)

In turning at the regular trot while the student is still holding to the mane or swell of the saddle for balance, he can keep his horse turning by adding a slight leading rein action with the little finger when the hand is turned with the back up. This, added to the neck rein, will sometimes help the beginner with a horse who is resisting. (See Figure 19.)

The leg action is the same for both methods. When the rider is turning to the left, only his right leg should be tapping just behind the cinch. (See Figure 20.)

These same aids may be used when a beginner's horse wants to cut into the center while the student is practicing the standing position at a regular trot to the right on the track. The reverse hand action can be applied when the track is ridden to the left. In this case, the hand is turned so that the fingers are up and the little finger gives a leading rein action in addition to neck reining on the left side. This is just for beginners having to steady themselves with the right hand for balance.

A Good Reining Stop

A Good Reining Stop -- both horse and rider have balance, unity.

FIGURE 14

A Poor Stop

A Poor Stop -- neither horse or rider are balanced.

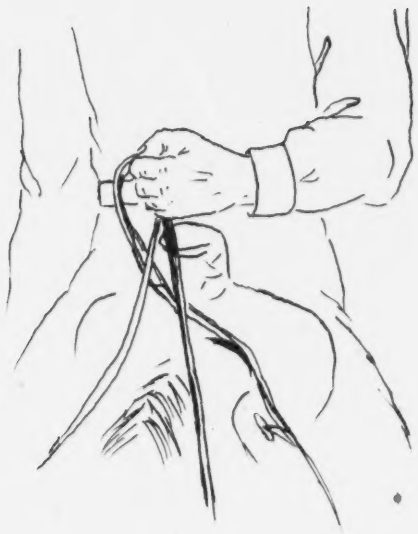
FIGURE 15

Aids Applied

A Good Turn -- horse is in slight, even curve from nose to tail. Reins are held at #2 for right turn. Inside, right leg is at cinch, A. Outside (left) leg is at B to put hindquarters on curve. Also positions for depart on right lead at lope.

A Poor Turn -- reining extreme, neck is bent too much. Horse is not balanced, may stumble.

FIGURE 16



Neck Reining to Right -- small movement of wrist and arm.

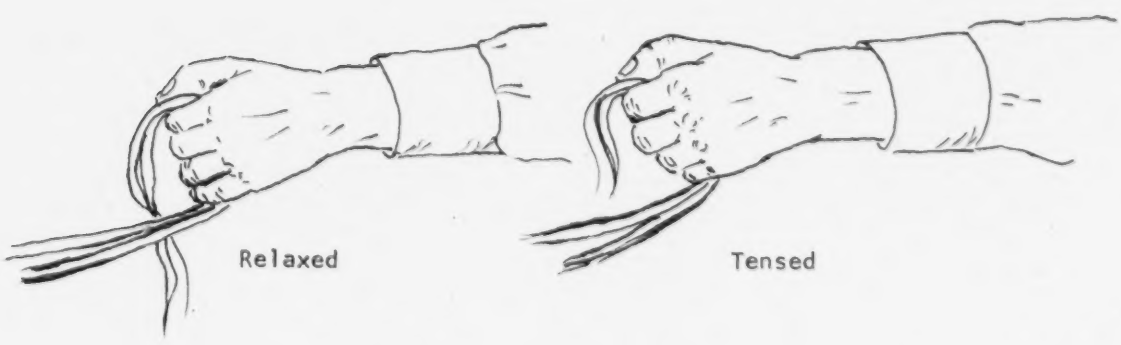
FIGURE 17

Neck Reining to Right -- viewed from above.

FIGURE 18

Give and Take Action of Little Finger

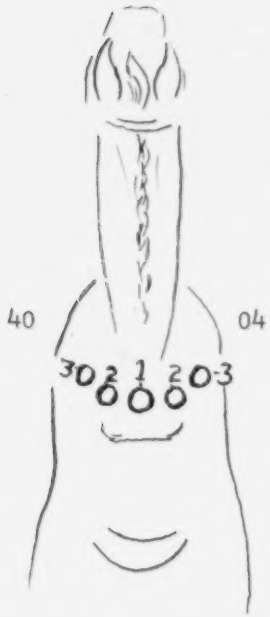
Leading rein action (exaggerated) of little finger with reins in one hand, also when holding reins in both hands. (Juniors)



Action not requiring wrist or arm movement (Seniors)

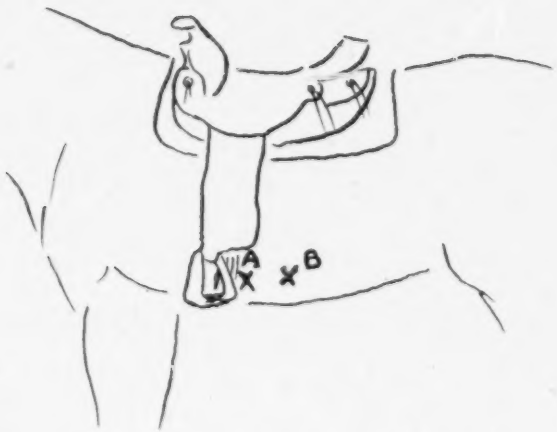
FIGURE 19

Rein and Leg Aids



Reins held in one hand close to horn and never lifted chest high.

1. At horn -- going forward. Check and release to halt backing
2. Bearing or neck rein turns
3. Direct rein (reins in both hands)
4. Leading rein (reins in both hands), only one hand at a time to this position



Heels and lower leg give no pressure excet

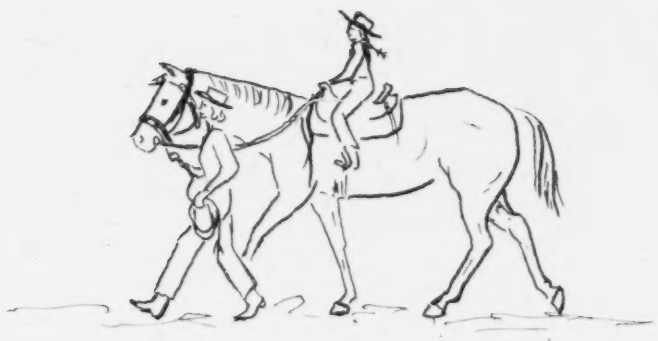
Heels and lower leg give no pressure except to signal. Lower leg, not heel, gives signal.

XA Both legs at cinch urge forward. Inside leg at A maintains lope. One leg at A moves forward away from pressure.

XB One leg (outside) bends horse in turn. Outside leg as signal for lope.

FIGURE 20

PART II



A leader of horse on foot to give confidence to rider.

Purpose of Lesson Procedure

The purpose of the lesson procedure is to give the instructor a definite method for teaching position in a logical progression of steps. However, this program does not necessarily have to be followed rigorously but rather should be used at the instructor's discretion and be flexible enough to be adapted to the particular circumstances encountered in teaching different students. The word "lesson" does not mean a single day's work, but rather something to be learned, whether in one hour or three months. In using this program, the instructor does not have to wait for one lesson to be mastered perfectly before going on to another. The instructor must use his own judgment in determining when the student is ready to progress to the next subject, and since each lesson should be preparing the student for the next one, the student's degree of efficiency is the key to whether he is ready to go ahead. The success of any instructor can best be measured by his students: by the efficiency of their learning, the speed with which they progress, their safety, and their enthusiasm for learning.

SUGGESTED PROCEDURES FOR LESSONS 1 THROUGH 5

The objections of these first lessons are as follows:

1. Rider gains confidence on a moving horse.
2. Fundamentals of position at a walk, regular trot, and jog-trot are introduced.
3. Student learns elementary control.

Lesson 1: First experience of sitting on a moving horse and acquiring confidence

During the first lesson it is most important to have a leader on foot to walk beside each horse and to lead it if necessary. If there are not enough regular assistants, older campers with riding experience can help.

1. Mount the students. Do not consider mounting in detail at this time, as it is important to get the class moving.

2. Show the student where to sit in the saddle, adjust the student's stirrups, place his feet in the stirrups correctly, show him how to hold his lower legs under him, and show him how to hold the reins. All this should be done as quickly as possible without detailed explanation.

Note: Assistants assigned to individual students can help students as the instructor explains each step.

3. Explain the elementary control methods necessary to start the class moving, i.e., starting, halting, and turning. Elementary Control

4. Have the class, with the help of the assistants, begin walking single-file along the rail.

5. Once the student is moving along the rail, let him get used to the movement of the horse by walking several times around the ring. The instructor is the best judge of how long the student should walk before proceeding to the next step.

6. So that a beginner will not be frightened when stopping a horse, explain that the stop must be made slowly and quietly at first until the rider gains a knowledge of balance of horse and rider. Here, too, you must be sure that the student's horse is stabilized sufficiently to make a smooth, easy stop and not put the rider off balance with the quicker, short stop the reining horse has been trained to make. Halting

Teach the halt with elementary control. The use of the student's voice in stopping and starting should be stressed at this time. Practice halting and walking again upon command, or at designated points along the rail.

General Remarks

It is not necessary to dwell on details of mounting and position since reasoned explanations are not as important as actually getting the student to move on his horse. At this point, the student cannot assimilate too much detail. If mounted work is delayed, the student is apt to become restless and bored; or, if he is at all timid, his apprehension will increase.

The use of older campers as leaders can be of value in the following ways. It increases their own understanding of theory of position; it gives them a sense of responsibility and pride in helping others and contributing to the group; it helps the new rider by giving him confidence and easing the tension he may feel; and it speeds up the progress of the lesson.

It is not necessary to introduce turning at this time; this depends mostly on the ability and progress of the group. It is frequently introduced later, as the rider's

balance and security at this point are often not sufficient to enable him to use the neck rein, or the alternate method of the leading rein, effectively.

Lesson 2: Teaching the standing position

Once the student can walk and halt on command and has gained confidence in his new skills, the standing position is introduced. This is an exercise to improve the design of position and to facilitate learning the regular trot either in the standing position or with posting.

1. Have the group halt and then explain how to take the standing position. If at all possible, have a qualified rider or the mounted instructor demonstrate each point as it is explained.

2. Have the student assume this position with the horse standing still.

3. When he understands and can assume the standing position while at a halt, have him try it at a walk.

4. Since the hands will still be holding the mane or swell, it is advisable to have a leader walk beside the horse.

5. When there is no leader, if the horse should attempt to move away from the rail, have the student use the outside hand with a leading effect, keeping the other hand on the mane or swell to steady himself; or have him use his reining hand to neck-rein the horse back toward the rail.

General Remarks

When the student first starts to work with the standing position, he cannot maintain it for very long at a time without tiring. Watch for the following defects:

Common Faults of Standing Position

1. Pinching with the knees, which prevents the weight from dropping into the heels and causes the lower leg to be unstable.

2. Having lower legs too far back so that the rider collapses forward on the horse's neck.

3. Having lower legs too far forward so that the rider stiffens knees and maintains his position by holding himself up with the mane or swell instead of being in balance over his knees and feet.

4. Standing too straight in the saddle and too high out of it, thus losing the slight angulation of hips and slight forward inclination of the upper body.

5. Rounding the back, which is often accompanied by looking down.

Lesson 3: Teaching the standing position for riding the regular trot; teaching posting

Standing at Regular Trot

At the regular trot (sometimes called fast trot in the West), the western rider has always stood up in his stirrups using the hip, knee, and ankle joints to absorb the shock of locomotion. He has never tried to sit this regular trot. But at the very slow or jog-trot, he has sat quietly in the saddle. A beginning rider cannot always maintain his horse at a jog-trot because of the unsteadiness of legs and loss of balance at each faster gait.

It is quite important at this time to explain the difference in the speed of the two trots and the methods and reasons for riding each. It is advisable to have demonstrations by an advanced student as each trot and method of riding is discussed by the instructor. In addition, a brief demonstration of how a horse is abused if the rider does not know how to ride the trot is helpful.

The posting trot can be started as soon as the student can maintain the standing position fairly easily at a walk. He should practice posting first at a walk in order to help him with the rhythm of posting and the position he must assume in order to post. (See Figure 21.)

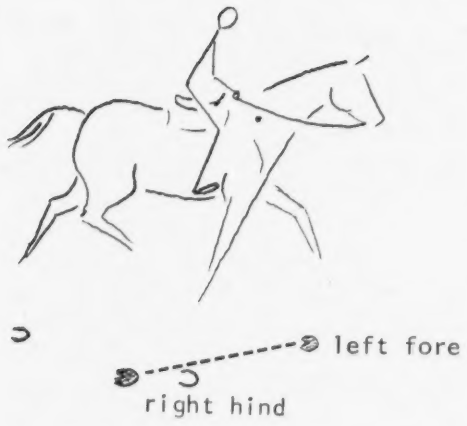
1. With the horses walking along the rail single-file, give the command, "Standing position." The student should again review and practice this position. On returning to the saddle, the student should rest on his crotch and seat bones rather than buttocks in order to maintain balance with the forward movements of the horse and should be in such a position that he can quickly rise again out of the saddle. To settle down into the saddle as if in a lounging chair with feet moving forward is a beginner's fault. The knee and lower leg should remain in position while the student is practicing the standing up and returning to the saddle.

2. To prepare the student for the first movement of the trot, have him take the standing position, holding the swell if he is a short-armed rider or holding the mane if long-armed. The reins should be held in the left hand.

Posting to the Trot

Left diagonal on ground

Sit



Left diagonal flight

Lift

Rider lifts only a little, rolling on thighs. Rider allows movement of horse to supply lift, does not push himself up from knees or stirrups.

FIGURE 21

With the student still in the standing position holding on, have him practice the posting trot at a walk. The instructor gives the command, "Up," and the student assumes the standing position, "Down," and the student returns to the saddle resting on his crotch with the buttocks just lightly touching. The commands "up" and "down" should be slow at first, increasing in tempo until they approximate the speed of the posting at the regular trot.

When the student is practicing at a walk, the instructor should be sure of the following. The student on rising should move up and slightly forward into the standing position, since the standing position is similar to the rise of the posting trot: on returning to the saddle the student should rest on his crotch and seat bones rather than on a "tucked-under hip." This helps the rider to maintain balance with the forward movement of the horse and keeps him in such a position that he can quickly rise again from the saddle. It also prevents abuse to the horse's back (the "pounding" effect) as the rider's body returns to the saddle.

Position When Posting

3. As soon as the student can post at a walk fairly rapidly, start the trot. To prepare the student for the first movement of the trot, have him, while still walking, take the standing position holding the swell with the right hand and reins with the left. With the student still in a standing position, have the leader urge the horse into a trot. When you feel that the rider is gaining security at the trot, have your student return to the saddle and rise again in rhythm with the movement of the gait. The rider's action is the same as the posting practice at a walk. While doing this, the rider continues to hold the swell.

Beginning the Posting

If the student has trouble getting the rhythm of the trot, the instructor can give the commands "up" and "down" in rhythm with the horse's stride. Another way to help the student learn the rhythm is to have him watch one shoulder of the horse and rise every time it moves forward. It is important that students rise from their stirrups and not from their knees alone. If they push up from their knees entirely, they can never get weight to flow down into their lower legs and heels.

A third method of quickly teaching a student the rhythm of the posting trot is to have him watch the leader on the horse in front of him and try to go up and down at the same time. The leader's horse and the student's horse usually trot at the same speed and the posting will be in the same rhythm.

General Remarks

Safety Measures when Starting the Trot

For safety reasons it is usually best to have the first trots done individually; that is, the leader, either on foot or mounted, trots around with the student's horse from the front of the line of riders to the rear of the line while the rest of the leaders and students walk their horses quietly along the rail. This allows you to concentrate on each individual student. If the leader is mounted, you should be sure that the student's horse is accustomed to following another horse quietly. In some cases the leader can rate the student's horse by means of a lead rope.

When the class is trotting individually from the front of the line to the rear, it is necessary to have a second leader in front of the next student's horse. This will prevent his horse from following the first student's horse. If this is not done and the second horse moves off, too, the student feels he has no control over his horse, and it could become frightening for the beginner.

If individual leaders are not available and the horses must start in a group, there should be no more than three students in one group, and the horses trotting from front to rear of the line must be trained to keep their distance on loose reins. They must be stabilized horses.

Learning balance and flexibility for the standing position at the regular trot takes practice and feeling on the part of the student along these principles of riding:

Learning Regular Trot in Standing Position

1. Learning to absorb the shock of locomotion through the joints of the hips, knees, and ankles

2. Allowing the distribution of weight to flow down through thighs, knees, lower legs, and finally into heels

3. Having correct points of contact and creating frictional grip instead of muscular grip

4. Distributing weight properly to tighten legs against the barrel of the horse.

These principles also apply to the method of posting to the trot.

Lesson 4: Developing confidence and skill at the trot

As the student develops balance and skill at the trot, you may gradually dispense with the leaders. The group

trots around, but it should still be started with a competent mounted leader if necessary.

Shortening Reins for Trot

Once the leaders are no longer used, it is important that you explain how and why it is necessary to shorten the reins before beginning the trot. This can be done by demonstration:

1. Have students halt along the rail.

2. Have the mounted assistant demonstrate how the horse's head and neck move up when making the transition from a walk to a trot and how, as a result, the slack in the reins increases.

3. Show how to shorten the reins but still keep them loose before starting to trot. (See Halts, Figures 14 and 15.)

4. Explain to the student that, although he will still need to use the swell for balance while trotting, he will be able to slow down or walk his horse when he takes his hands off the swell because his reins are short enough to apply intermittent contact. Teach the rider that once the horse is walking, the reins should be lengthened again and that he should return to loose reins.

General Remarks

Standing Position

The standing position should be continued as an exercise at the trot to help develop security, good design, and weight distribution. The class should take the standing position and go into the posting trot without command to develop a good working position. (Later the jog will have more emphasis in western riding.)

Lesson 5: Practice in control at the walk and trot

In order to facilitate the learning of control skills, students should have frequent practice in halting, going from halt to walk, from walk to trot, from trot back to walk, and from walk to halt. This type of exercise will make the position of the rider workable and automatic. It will make the position of the student work on a moving object (the horse) and will develop in the rider unity, security, rhythm, nonabuse, and efficient use of aids. It will give the student the exercises to develop the proper inclination of the body for changing the horse's speed.

Again, the horses must be trained to make the smooth, slower transitions between gaits so that the beginner may follow the increase or decrease in speed. The quickly-made and obedient movements of the reining horse are for the advanced intermediate rider and for the advanced cutting horse rider and reining horse rider in the shows.

The lesson relating to the control of horses in turning and circling should be reviewed at this time. (See Figures 11, 16, 17, 18.)

A lesson might be conducted as follows:

1. Give the command, "All horses forward, walk, take track to left." This means that all horses will take the rail in single file at a walk with the rider's left hand on the inside of the circle or ring. Each rider should maintain a safe distance (one-half horse's length) between horses and should keep his horse along the rail by using the neck rein to the left with left hand when using the curb bridle, or right leading rein with snaffle.

2. Give the command, "Class, halt." Each student should stop his own horse without running up on the horse in front of him.

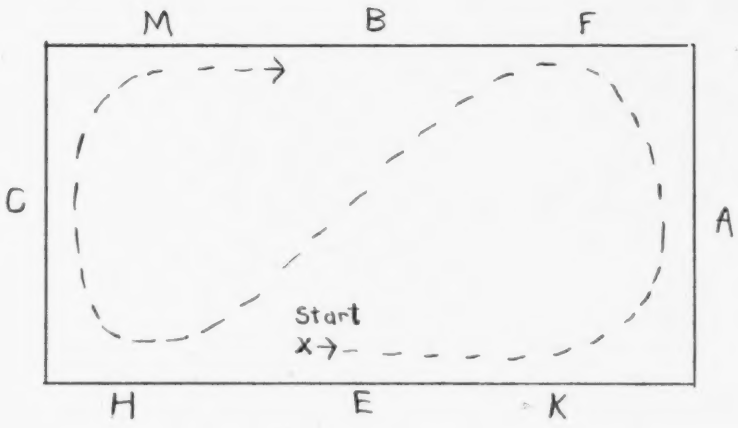
3. Give the command, "Walk." All horses should move forward together, and each rider should maintain correct distance.

4. Give the command, "Change directions at F." The class follows the leader in a diagonal change from F to H. (See Figure 22.) Each rider should turn his horse when he reaches F and H rather than let his horse follow the horse in front of him. He should use a neck rein with a curb. With the snaffle he should use the leading rein and not cut the corner.

5. Remind each rider to use the correct leg aids for turning the horse at F and H.

Letters printed on plyboard, 9" by 10", and nailed around the ring give the student a definite point along the rail at which to execute a movement so he will not just follow the other horses in line. As a rider goes individually from the front of the line to the rear, the letters can be used for points at which to walk, halt and walk on, circle, etc.

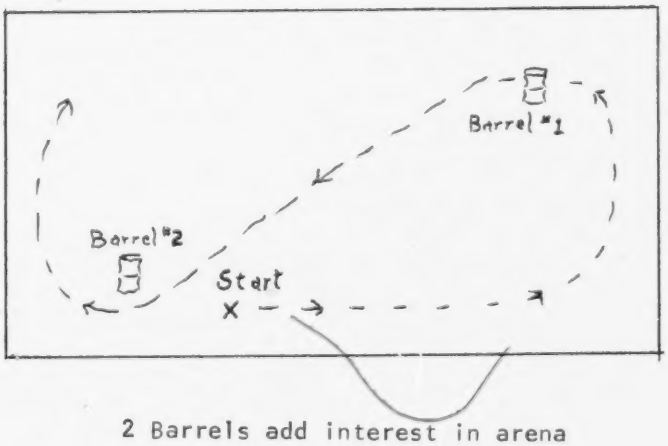
Another suggestion for practicing the application of controls is going around similarly placed barrels. (See Figure 23.) The same procedure is used in turning around the barrels as was used in turning at the letters.



Small Arena
100' x 60'
or less

FIGURE 22

Barrels in Arena



2 Barrels add interest in arena

FIGURE 23

6. Give the command, "Prepare to trot." Give each student time to shorten his reins and check his position.

7. Give the command, "Trot." Maintain the trot as long as the class stays in line and does not begin to crowd, and as long as all riders are secure

8. Give the command, "Walk." After about one circle around the ring, give the command to halt.

Different Movements

9. You can vary the above movements by using such figures as circles and half-circles as the class progresses. Then later, serpentines and figure eights can be added to ring movements to add variety and to challenge the beginner.

General Remarks

You will undoubtedly think of many other variations of the above example to keep the class interesting and help improve the student's control and balance. As the rider circles or turns at a walk, he should slightly increase the weight on the inside stirrup to help maintain his balance.

It is probably too soon to introduce change of direction or circling at a trot. However, there are exceptions, and whether movements at a trot can be included can best be determined by you.

SUGGESTED PROCEDURES FOR LESSONS 6 THROUGH 10

The objectives for these lessons are as follows:

1. More detailed analysis of position, demonstrated with explanation of theory.

2. Improvement of position and control at the trot

3. Teaching the position for the job

4. First trail ride

The next five lessons are mainly an improvement of the techniques of the first five. The trail ride will be the only new lesson introduced. At any time during the first ten lessons, simple games, such as red light or follow the leader, may be introduced at the walk or jog, provided the horses are accustomed to each other and can group up without kicking. The instructor is the best judge of when the class is ready, and of the safety of the horses.

Lesson 6: Theory of position

In most cases the students will start asking questions which will give direction to the discussion of position theory. For example, one of the questions which may come up is "Why does the rider lean forward?" It could be answered in the following way:

Theory of Leaning Forward

1. From the ground show that any forward motion, such as hitting a tennis ball, running, skiing, and jumping, involves a forward lean of the body.

2. Have an advanced rider demonstrate the theory of leaning forward. This should show how, as the horse moves forward and increases speed, the rider will also bend forward from the hips to keep in balance.

3. Next, have the demonstrator show the fault of being behind the horse's forward motion. This demonstration should be repeated until the students themselves can tell when the rider is moving with the horse and when he is not.

4. At this time, you may also explain how the angles of the hips, knees, and ankles give flexibility (spring) to the rider's body, thus helping him absorb the shock of locomotion. Demonstration and actual experience by the students themselves is an effective way to teach this point.

General Remarks

By the conclusion of the first ten lessons, the student should be able to tell the instructor the basic points of a correct position and understand the reason for each point. If the student does not take the initiative by asking questions, it is up to you to introduce the theory of position when the time arises. The best way to teach theory is to ask questions, and the best way to know if students understand theory is to ask questions. Some of the points that should be discussed are listed below.

Teaching Theory of Position

1. Position of seat in the saddle; why

2. Position of arms and hand with regard to reins; why the horse should be able to move his head and neck

3. Points of contact of thighs, knees, and calves; why

4. Position of lower legs; why

5. Position of feet in the stirrup and angle of feet; why

Lesson 7A: Practicing the standing position at a walk and trot without holding the mane

Note: This can be accomplished only in a saddle with the deepest point in the middle of the seat, not at base of the cantle as seen in the type shown in Figure 24. The Fallis Balanced Ride academy model is quite suitable for this excellent "speed-up" to learning exercise. (For this saddle see Figure 2.) If the saddle has a high, built-up throat and seat, the student will have to hold the mane or the swell.

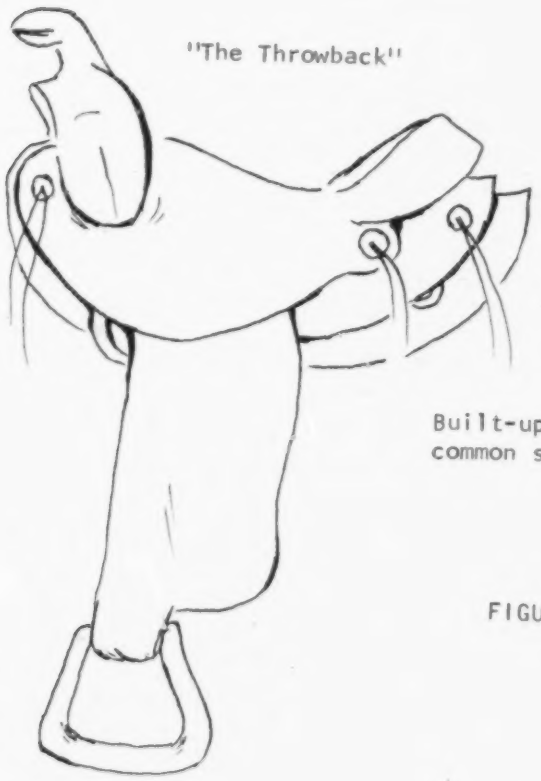


FIGURE 24

1. Have the class take the standing position at a walk while holding to the swell. As soon as student has his balance, give the command to release the swell and remain in the standing position through balance.

2. At first the student will only be able to remain in this position without holding for a few minutes, possibly to the count of five or ten. Warn him to grab the swell or sit in the saddle if he loses his balance rather than try to keep his balance by hanging on the reins.

3. As the student's balance improves and his legs become stronger and more secure, he will be able to stay up for longer periods. Frequently a contest to see who can stay up in standing position the whole length of the ring without holding on can add incentive and fun to this lesson.

4. Once students have achieved this at a walk fairly well, try the same procedure at a trot. However, be sure the trot is not too fast.

General Remarks

Practicing the standing position at a walk and trot without holding the swell is an excellent exercise for developing balance on a moving object. It is also one of the best exercises to develop security, strong legs, and flexibility or spring in the ankle and knee joints.

You should be sure to watch for the defects that were listed under general remarks (Lesson 2).

Lesson 7B: Teaching the position for the jog-trot

Sitting to the jog is very important in western riding. (See Figure 25.) It is also one of the best exercises for relaxing the student both physically and mentally. But it must never be attempted on a horse not schooled and stabilized for teaching at this gait. A good western horse has usually been ridden for hours and miles at this very slow trot and will maintain an even speed in this gait for as long as the rider desires.

Learning the Job

1. Have an advanced rider or mounted leader demonstrate the position of the rider and the speed of the jog.

2. Include the following points in your discussion:

a. The rider shortens the reins.

b. The rider sits in the middle of the saddle with the trunk very slightly foward to be in balance.

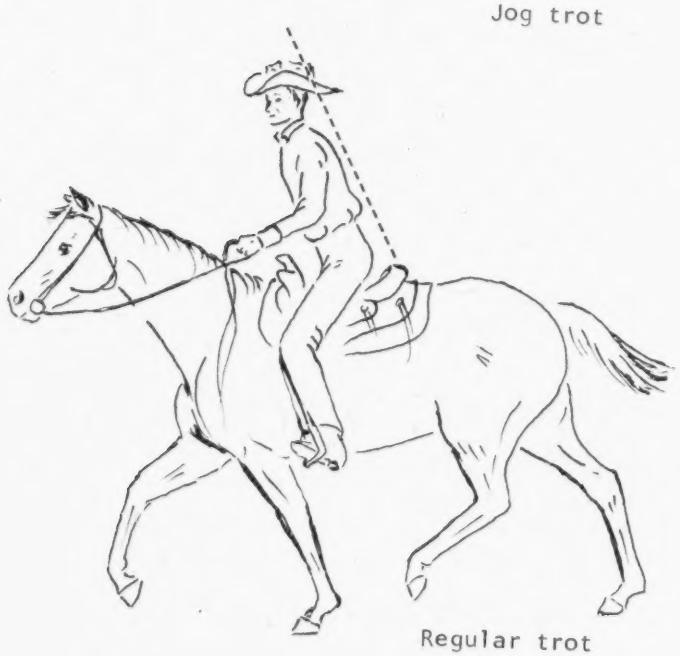
c. The leg position is the same as at a walk.

d. The rider is flexible at the loin. This does not mean a convex back.

e. The forearm and hand holding the reins must be quiet and relaxed after the horse has been rated.

Body Position at Trot without Hand Hold

Jog trot



Regular trot

Broken line shows inclination of upper body according to gait.

FIGURE 25

Ride with loose reins as soon as the horses have gone into the jog in a line.

3. Demonstrate a stiff loin and bouncing rider. Notice how the horse speeds up both from abuse on his back and from the rough jerks of the stiff arm and hand on the reins.

Demonstration of Stiff, Abusive Rider

General Remarks

For safety's sake, as it was during the first teaching of the regular trot, it is usually best to have the first jog done individually. Often the student gives aids that are too strong and the horse goes into the regular trot.

The student is also apprehensive of bouncing off because of his mental fear so it is wise to let him hold the swell for the first short jog, around half the length of the ring. If the student begins to lose his balance, have him assume the standing position and have the leader walk the horse immediately. It is advisable for the leader to be mounted provided the student's horse is accustomed to being led.

As the student gains confidence in position and balance on the horse, lengthen the time and distance of the jog. Then, when the class understands the control and the student's hands are not tense and jerky, which causes the horses to speed up, add turning, circling, half-circles, etc., at the jog.

A beginning rider tends to incline the body too much. When he has gained a general knowledge of balance and control at the jog, begin the combination of walk, jog, walk, and halt; walk, jog, halt. Then add the walk, jog, and regular trot (either standing or posting). Then go back down through the speeds to the halt.

Lesson 8: Use of bearing rein if the alternate reining method has been used

The problem of cutting in at corners should no longer be solved by use of the leading rein. The use of the bearing rein (neck rein) should now be introduced if the snaffle has been used during first lessons.

1. Have the demonstrator show how to use the neck rein or bearing rein at the base of the neck. Have him walk his horse along the rail but not close to it and then move his horse close to it by the use of the bearing rein.

2. Explain how the demonstrator moves both hands to the rail, the rail hand acting as a leading rein and the inside rein acting as an indirect rein being carried toward the rail just in front of and across the withers. At the same time the rider must tap with his inside leg just behind the cinch to move the horse's body sideways. It is important that students note the position of the horse's head and neck which are turned slightly toward the inside of the ring rather than toward the rail (as occurs when using the leading rein to keep the horse on the track).

3. Be sure to provide consistent demonstrations.

General Remarks

Importance of Learning To Use Neck Rein or Bearing Rein

You should make sure than when the student starts to use the bearing rein, he does not overuse it. Overuse will cause the horse's head to move too much to the inside, or cause the horse to stiffen and resist. It is also important for the student to use his inside leg, or the horse will not move toward the rail. A student frequently finds using the bearing rein difficult. (See Figure 26.) However, the introduction of it as early as possible is important to the rider wishing to use the curb bridle.

Bearing Rein or Neck Rein

Correct -- "drift" to rail

Leg aid at cinch

Bearing rein just crosses neck. Leading rein off shoulder.

Incorrect -- he doesn't know where to go

No leg aid to help

Both bearing and leading reins too far out. Causes horse to stiffen and resist.

FIGURE 26

During the lessons following, the leg aid and bearing rein should be practiced under your watchful eye for a brief period each lesson.

The skill with which the rider can later neck-rein non-abusively with the curb is developed now with the snaffle.

Lesson 9A: Circles and turns at a regular trot

As soon as the students can keep their balance at a trot without always holding the swell of the saddle they should be able to use their reins to make turns and circles.

When to Introduce Circles at Regular Trot

1. The American Horse Shows Association judges now recognize the standing position for the trot so the beginner may use this method of riding. At your command, the class can begin to make large circles (in line or individually), figure eights, and change of diagonals.

2. Have the student continue to make turns using the leading rein. The bearing rein should be used only if the horse tends to try to cut the circle or turn.

3. Have the student use various combinations of turns, circles, change of gaits, etc., to vary the lesson and improve his control.

General Remarks

In circling and turning at a trot as at a walk, the student must weight the inside stirrup to remain in balance with the horse. Make sure he merely weights the stirrup and does not lean sideways. Be sure to insist that he look in the direction of the turn rather than down at the ground.

Weighting Inside Stirrup

For a good turn or circle, the horse must be "on the line;" that is, his hind legs must follow the track of his front legs, and his head and neck must be bent slightly in the direction of the circle on which he is moving. Frequent faults in turning are:

1. Turning head to the outside
2. Cutting the turn with the forehand
3. Carrying the hindquarters inward on the circle
4. Skidding around the turn with the hindquarters
5. Making too small a circle for the horse's stride

Perfect turns at this level are impossible, but glaring faults should be corrected. As a student begins to use his aids more frequently, remind him that the contact of either hands or legs should be intermittent. Hanging hands and clutching legs will deaden the horse's response and cause him to stiffen and eventually to resist.

Lesson 9B: Circles and turns at a jog

When To Introduce Turns at Jog

When the student's position has become sufficiently relaxed and steady at the walk, and he can post with hands steady and fairly independent of his seat, the jog can be introduced for turning. If the rider's body is stiff and the hands are jerky, the horse will be annoyed and will usually move into the regular trot. For this reason the jog is introduced at this time. Should the horse speed up, the student can post or stand until the horse is under control. Never attempt to teach turns at the jog on a horse that has not been schooled to jog.

1. This is one of the most important gaits of western riding. Thus, you should have a good horse and a competent assistant demonstrate the grace and ease of this gait, with the horse relaxed in both mouth and action. He should maintain this attitude in circling, turning, crossing low logs of four inches or less, and in circling barrels.

2. Review position at the jog, Lesson 7B.

3. Review principles that make for good turns; these also apply to the jog.

4. Use either neck-reining or the alternate method.

Use of Aids

5. Two-handed guidance, though called "plow-lining," has its place for the beginner in learning a more efficient control. During the many hours of practice, he must ride to become better and more relaxed in this balanced western method. The interchange of alternate reining method to the neck rein can be made on many horses if they were originally broken with a hackamore.

Explain carefully that schooling the horse for barrels at the jog will increase the student's ability to coordinate rein and leg action. It will also keep the horse quiet and well-mannered. When the curb is needed or has to be used exclusively, the horse performs much better during slow work. He also receives less abuse.

At this stage of the beginner's development, there should be loose reins with either reining method at the jog.

There are several faults found frequently when the rider is learning the jog:

1. Riding the reins or balance on the reins shows insecurity in the position.

2. Stiff loin is usually a mental fear. Make the time of each jog-trot short until the rider loses fear of bouncing off.

3. Relaxing too much during the jog and losing the proper straight position (a very slight lean forward from the walking position) are other faults.

4. Squeezing at knees so that weight does not flow down into inner heels.

Lesson 10: First trail ride

When To Begin Trail Riding

As soon as the student can halt his horse under most circumstances in the ring, maintain even spacing, trot, and turn without losing his balance, he is ready for his first trail ride.

1. Discuss safety rules carefully before going on the trail.

2. For the first ride, have the horse walk. This will give the student time to think about what he is doing in respect to safety rules, etc. The novelty of going out is usually a big step and should not be made more difficult by trotting.

3. Start with a small group and have an assistant bring up the rear in order to prevent straggling as well as to be able to report any difficulties.

4. You will have an easier time with control if you have the students go single-file.

5. Avoid an open field because:

Difficulties of Open Field

a. If there is grass in it, horses will try to eat

b. It is hard to keep the horses behind each other

c. Occasionally some horses increase their speed in an open field.

6. Be sure that horses do not increase speed when turning toward home.

7. If riders are quite young, you should try to have a leader ahead of each rider or have the young riders on a lead rope. Too much ring work becomes uninteresting for even the very young. The first ride should not be more than 15 minutes of the lesson.

SUGGESTED PROCEDURES FOR LESSONS 11 THROUGH 15

The objectives of these five lessons are as follows:

1. Beginning slow lope
2. Mechanics and aids for maintaining walk and trot
3. Sitting jog without stirrups
4. More trail riding

Lesson 11: Beginning the lope

When to Begin Lope

The exact time to begin loping will vary with each student, depending on his position and security. It is up to you to decide when the student is ready both mentally and physically. Also, the type of horses available for the first lope will influence the time. If the instructor has a horse with a soft, easy lope that will hold that lope without much help from the rider, loping can be started sooner in the student's training.

Have the student's first experience with loping take place when he is mounted on this particular horse. Other students can ride him in turn, on following days.

1. The first lope should be done individually, with the horse following a lead rider, or a guide rider may lead the rider's horse.

Begin from Trot

2. Have the student begin to trot and take the standing position.

3. At the corner of the ring, have the rider urge the horse into a lope by his voice and, if necessary, by urging with both legs. Sometimes a small switch is necessary; if this is used, the student should tap the horse on the inside shoulder, not the flank. When the horse is loping, have the rider drop the switch.

4. At this time it is not necessary for the rider to understand correct leads or the aids to use. However, by starting in the corner of the ring, the horse will be more apt to take the correct lead; thus, he will be better balanced and it will be easier f the student to stay in balance.

5. Be sure that the student remains in the standing position, and that he keeps his weight in his heels and knees flexible, if possible. He should hold the horn with

both hands to maintain balance. Reins should be tied or buckled and laid on the withers just in front of the saddle, never behind the horn.

6. The first few lopes should be short until the rider becomes used to the motion.

7. As the student becomes more accustomed to the movement of the lope, gradually have him ease down into the saddle. Be sure he does not lean so far back that he gets behind the horse's motion.

Sitting to the Lope

8. When students are loping individually, always watch the second horse in line to make sure he doesn't try to follow the first.

9. The individual lopes with a leader until riders become confident and accustomed to the movement.

10. The number of students loping together will be limited by the number of really quiet horses you have. In no case should it be more than three or four, especially at first. The number that can lope together safely will have to be determined by the instructor, depending on the type of horses and the ability of the students.

General Remarks

The first lopes should always be done in the standing position with the student holding the swell or horn. This position will afford more security for the rider because he will not feel the shock of locomotion so much.

It is very important to bear in mind the fact that many horses easily become excited by a lope and will not maintain a slow and even pace. Nothing is more frightening to a student than a feeling of uncontrolled speed, even though it may not seem fast to the onlooker. Therefore, the instructor should set up a situation with his horses where this is least likely to occur.

Pace of Lope

For riders beginning to lope, some of the position faults that will occur are as follows:

1. Stiffening of the lower back

2. Bracing in the stirrups so that the stirrups act as a spring board, bouncing the rider out of the saddle

3. Squeezing with the knee and calf, which stiffens the whole body.

4. Swinging lower legs

5. Rounding back

Length of Lope

There is always a certain amount of stiffness in the rider as he learns to lope. Only time and practice will eliminate it. Once loping is introduced, it should be part of every lesson. The length of time at the lope should be determined by the instructor, depending on whether the student becomes too insecure through fatigue, or whether a longer period will help the student to relax and balance better.

Lesson 12: Mechanics of the walk and aids for increasing the speed of the walk

Mechanics: The walk is a four-beat gait, each leg moving individually: left hind, left fore, right hind, right fore.

Aids: Alternate leg aids are used at cinch. As the horse's left hind leg moves forward, apply the left leg; and as the right hind moves forward, apply the right leg.

1. Have mounted assistant demonstrate the walk as you explain how the legs move on the horse.

How Horse Walks

2. Once students begin to see how the horse uses his legs at a walk, explain that the horse's impulse from the walk, or any gait, comes from the hindquarters. In order for the horse to walk faster, the hind legs must move more, which in turn will make the front legs move more, thus increasing the stride.

3. Next, you should explain how the rider, in order to increase the speed of the horse, must tap at the cinch in rhythm with the horse's movement. This is called alternate leg aids.

4. Have the demonstrator show how to use these aids.

5. It will be necessary to explain to the student that he must use his leg just as the horse's shoulder on that side comes back because this means that the hind leg on the same side is about to move forward.

6. Eventually the student will begin to feel when to use his leg and will not have to watch the horse's shoulder. Then he will feel as if he is "walking with the horse."

7. Occasionally some students cannot tell when to use their legs even when looking at the shoulder. If this is the case, you will have to tell them when to tap until they begin to feel the rhythm.

General Remarks

The aids for increasing the speed of the walk are taught at this time, primarily to start the student improving his ability to use his legs as aids. This is first done at a walk, as the student will have a more secure position at this gait and thus will be able to learn to use his leg aids better. It is also time for the student to begin to understand what the horse is doing under him and the reason he uses his aids in a specific way.

Lesson 13A: Mechanics of regular trot and aids for maintaining it

Mechanics of Trot

Mechanics of the trot: The trot is a two-beat gait, the horse's legs moving in diagonal pairs. Right hind and left forelegs moving together form one beat; left hind and right fore moving together form the other beat.

Aids: At the posting trot, the rider uses both legs together at the cinch to squeeze, tap, or kick as he sits in the saddle. He releases this pressure when rising. By using his legs as he sits, the rider can use them more effectively and strongly.

1. Have rider demonstrate the trot as you explain how the horse's legs move.

2. Next, explain how the rider squeezes or taps with both legs as he sits in the saddle and releases this pressure when he rises.

3. Have demonstrator show how to use these aids.

4. Warn the student that when he is using his legs there is a tendency to get behind his horse or to fail to rise quickly enough for the next beat.

Lesson 13B: Mechanics of the jog-trot and aids for maintaining it

Mechanics of Jog

Mechanics: Mechanics of the jog are the same as for the regular trot, except that the stride is much shorter and

the cadence is slower. The rider can sit very quietly to a jog on a trained western horse.

Aids: The rider squeezes lightly at the cinch area with both legs when the horse's feet hit the ground, then releases pressure. The leg position is not changed for this aid.

The jog and the posting trot should now have equal time during each lesson. The jog is an excellent exercise for relaxation of the rider, done with or without stirrups. The posting trot, nonabusively executed and done in balance, is an exercise for the student to learn proper weight distribution. (See Lesson 3.)

Lesson 14A: Jog-trot and change of speeds at the trot

The jog-trot and regular trot, ridden in either the standing position or posting, can be used for a control exercise. Don't attempt to use the jog as such until the rider is sitting it quite well.

1. Riding around barrels placed in different positions along the side of the ring are good exercises and add variety. (See Lesson 5.)

2. An intermediate activity leading up to an advanced western event is to ride portions of the AQHS Western Riding Horse Contest at the jog. The weaving and zig-zagging can all be ridden at the jog. (See Figure 27.) The "novice barrel pattern" can be done at either the jog or the posting trot. (See Figure 28.) This pattern, quietly ridden at only a trot and not the usual fast speed, is a good and interesting exercise in control. (See Figure 29.) Neither of these control events should be loped at this time.

3. Methods of reining for control:

a. The alternate method is the best for this type of work at this stage of development of the rider as well as for the type of horse used for him. The beginner has more direct control over the horse and doesn't need the highly schooled reining horse, which isn't practical for him at this level of learning.

b. If the curb bit (grazing bit) is necessary for use in the teaching of control, it is advisable to take reins in both hands. It is imperative that the student feel success with a reining method he can apply during this period of his reining ability.

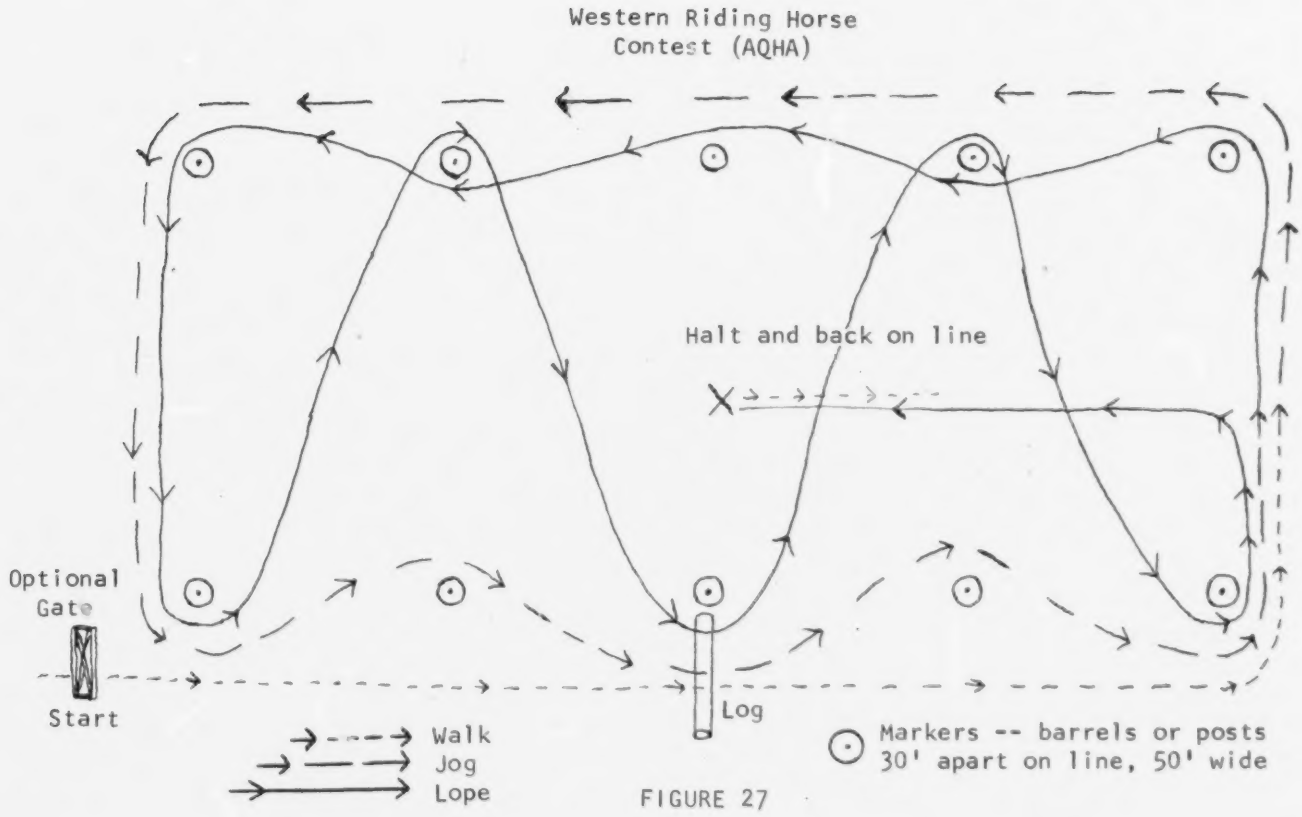
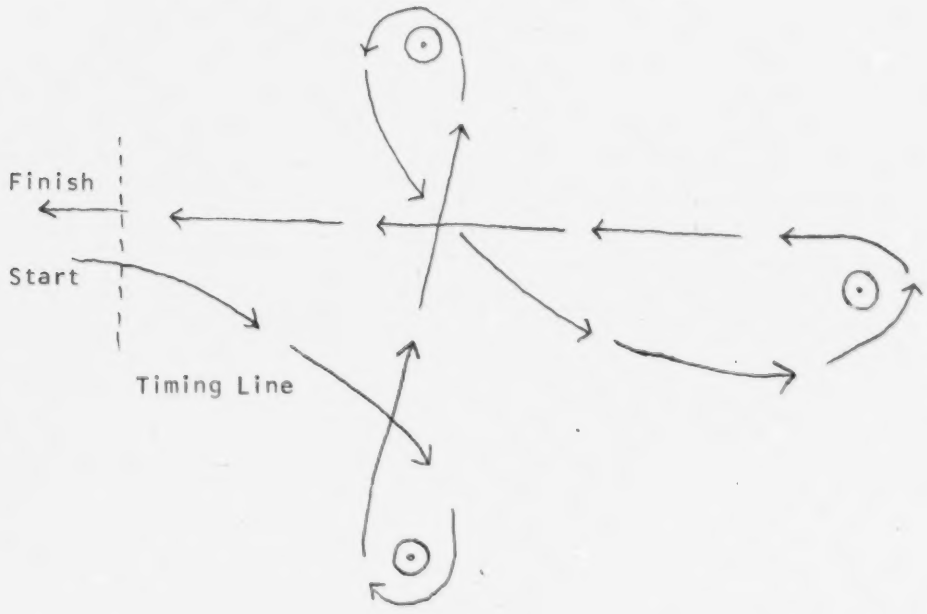


FIGURE 27



Barrel Race
60' to 90' between barrels.
When used for an exercise have less distance between barrels and no timing.

FIGURE 28

A Barrel "Trot"

Trotting the barrel pattern using the leading rein in left hand for left turn, right hand not interfering.

FIGURE 29

c. Later, when the beginner has secured a good workable position with rhythmic leg aids, neck-reining may be taught.

1. As an exercise for position, have students go from a walk into a jog without allowing the horse to go into a regular trot. If the horses are well stabilized, it won't be too difficult.

2. Help the student avoid a tendency to stiffen and grip too much which causes bouncing.

3. The student must learn to relax in the small of his back. This will take time and practice.

4. When the class is trotting without stirrups, you must be careful that the student does not slide off, that the horse does not increase speed, and that the horse does not trot too long. When to trot without stirrups will be up to you.

General Remarks

The jog is a very important gait in western and should have time for practice in each succeeding lesson.

Jog Trot As Exercise for Lope

The jog without stirrups will help some students gain confidence and relaxation. This in turn will help those who have difficulty sitting to the lope.

Lesson 14B: Change of speeds at the trot for control

As an exercise for control:

1. As the student learns to use his hands and legs skillfully, he will be able to change the speed of the trot from regular to jog to walk, and likewise the reverse.

2. First have the student use his legs to urge the horse into a good regular trot (about eight miles per hour) because this trot is usually easier than the jog to obtain with crude leg and rein aids.

3. Have the student decrease to a slow trot by sitting in the saddle in a more vertical position and using his hands with a crude "give and take."

4. If the beginner's horse takes a jog more readily than the regular trot, then reverse the procedure and begin with the jog.

5. The decrease of speed by the "give and take" or pulling back on reins and releasing by moving hands forward as many times as necessary to slow the horse is the best reining method for the beginner.

Give and Take for Slowing

6. Once the horse slows, have the student return to loose reins. Should the horse try to walk, the student must use legs to squeeze. If the horse doesn't respond, then tap lightly with the legs but be ready to check again should the horse go too fast.

7. As soon as horses are jogging well, have the class move them forward to the regular trot and post.

8. Two speeds of a trot can be used in conjunction with other movements in control, as explained under Lesson 5, Lesson 9A, and Lesson 9B.

9. If the horses used are trained to travel at the jog (the honest old ranch horse trained to travel for miles at this gait), the student will now greatly benefit from the exercise of "walk, jog, walk, halt, and back three steps."

Control Learned by Changing Speeds

Reverse the procedure from halt to walk, jog, etc.

a. Ask for the transition from a walk to jog by a light leg squeeze and a slight inclination of the torso.

b. For backing:

(1) The horse's nose should not be lifted up with rough, crude jerks of the hand; a "give and take" movement with the little finger is used. (See Figure 19.) Gentle arm and wrist movement may be added if the horse does not respond. Backing should be done one step at a time. No fast backing steps are necessary at this level.

(2) The rider's body is not inclined back but relaxed and straight in the saddle.

(3) The rider's legs act as walls and keep the horse moving straight. If the horse moves toward the left, apply pressure with the left leg in back of the cinch; use the right leg if the horse moves right.

General Remarks

The class can begin to work on more imperceptible aids. These will not be applied in coordination with the horses' movements but the riders can become aware of the

smoother, less abusive style. Here it can be noted by the student that there is a psychological effect on the horse when the rider cooperates with the horse.

Have an advanced student or assistant demonstrate the movement and attitude of a horse when abusively ridden with rough, crude application of aids. Then demonstrate, on the same horse, the aids correctly applied. Call attention to the horse's ears for observing his attitude.

Lesson 15: More trail riding

After the student can lope in the ring, he is ready for trail rides that include careful jogging and trotting.

1. The group should be small (three or four riders, if possible) or, if larger, it should have one assistant for every three riders.

Safety Measures

2. Trots should be of short duration.

3. Trotting should be done only when horses are going away from the stable.

4. The leader should set a slow pace to prevent the horses in the rear from trotting too fast.

5. The leader should watch terrain carefully and be sure horses in the rear are closed up and past any hazard before starting to trot.

6. The leader should frequently look back to check the riders.

7. The leader or assistant leader should never be on a problem horse.

SUGGESTED PROCEDURES FOR LESSONS 16 THROUGH 20

The objectives of these final five lessons include:

1. Diagonals
2. Mechanics of lope and leads
3. Aids at the lope
4. Trail rides

Lesson 16: Diagonals

(Diagonals may be taught earlier in conjunction with the mechanics and aids for the trot.)

The rider is said to be posting on the right diagonal if he rises at the posting test when the horse's right front and left rear legs are coming forward and he sits in the saddle when the right foreleg hits the ground. When circling to the left in the ring, it is customary to have the rider posting on the outside or right diagonal.

Changing Diagonals

Diagonals are changed primarily because the horse's muscular development will be uneven if he always carries the rider's weight on the same diagonal.

1. Have the student review the mechanics of the trot.

2. Be sure he understands that in the movement of posting, the rider is rising as one diagonal pair moves forward and sitting as the other pair moves forward.

3. Have the student observe other riders posting and be able to tell which diagonal they are on. Note: If the student has difficulty in determining which diagonal another rider is on, have him say "up" each time the rider rises in the saddle. After the rhythm is established, he should watch the horse's outside front foot. If it moves forward as the rider goes up, the rider is posting on the outside diagonal.

4. Next, have the student determine on which diagonal he is riding. If necessary, he may watch the horse's shoulder to determine which diagonal he is using.

5. The student should learn to change from one diagonal to the other. To do this the rider must sit for one extra beat and then immediately resume posting. A common mistake is for the rider to sit more than one beat, usually two, and thus resume posting on the same diagonal. However, some find it easier to sit three additional beats at first.

Lesson 17: Mechanics and leads of a lope

Mechanics of a Lope

The lope is a three-beat gait. The order of beats in a lope on the left lead is as follows: right hind, diagonal pair (left hind and right front), and left front. When loping on the left lead, the left legs move ahead of the right.

1. Explain the mechanics of the lope and have a rider demonstrate. Because of the speed of the movement, it is hard to see, but students can easily see how the inside legs move ahead of the outside legs.

2. You should further explain that by watching the front legs, the observer can determine which lead the horse is on. If the inside leg moves ahead of the outside leg, the horse is on the inside lead. (See Figure 30.)

3. If possible, have the demonstrator lope on the right lead while making a large circle to the left (countergallop) to give students a chance to see how a horse looks loping on the outside lead.

4. If the demonstrator is capable, have him lope going to the left on first the left lead and then the right without telling the student which lead he is taking. This will test whether he really can tell which lead a horse is on. Repeat demonstrations for several days.

Distinguishing One Lead from Another

5. Next, have the student try to determine which lead he is on himself. In order to determine this he will have to watch his horse's shoulders. If the right shoulder moves ahead of the left, the horse will be on the right lead and vice versa.

6. Eventually a student should be able to determine a lead by feel rather than by sight. However, this will take considerable time and experience.

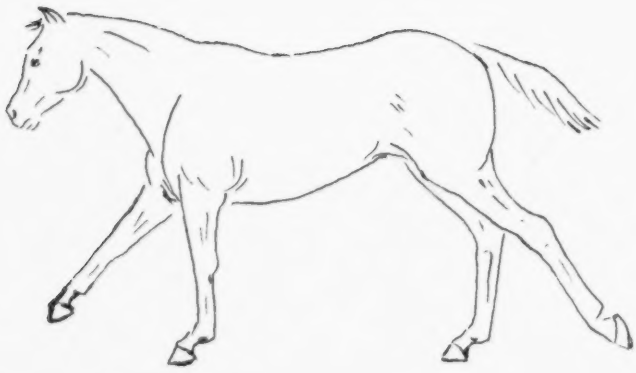
Lesson 18: Aids for obtaining leads

A horse can be taught to take the correct lead by many different methods, as it is mainly a matter of teaching him to recognize the signal. The methods presented here are suggested because they make the departure easier for the horse as his body is bent in the direction of movement. It is easier for the beginner-intermediate because his position in the saddle is in the direction of movement and remains in balance with the horse's movement when he applies the aids.

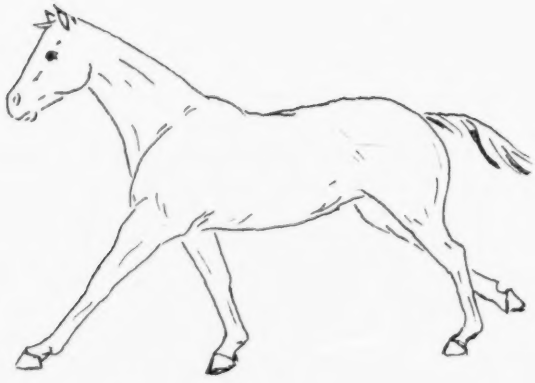
To obtain a left lead, apply the right leg behind the cinch; the left is at the cinch but passive. If more urging is needed, active pressure should be applied.

Turn the horse's head slightly to the left by means of one of the several combinations of rein action described below:

Leads

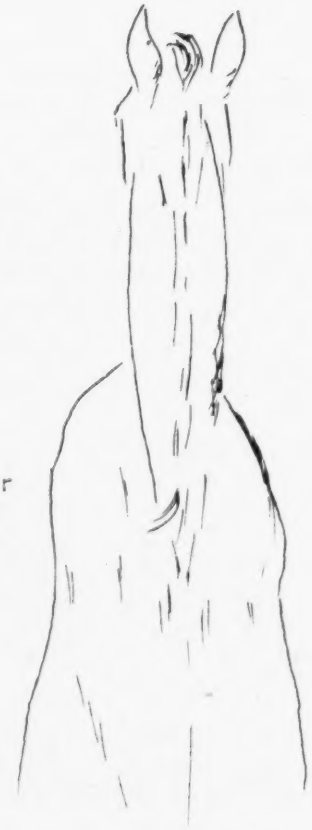


Right lead



Left lead

Side views -- note horse reaches farther forward with leading pair of legs on same side.



Left lead from above.

Shoulder of leading leg always moves farther forward than other shoulder (don't watch too long though, or your position will suffer).

FIGURE 30

1. Reins divided by four fingers for the beginner-intermediate. (See Figure 31.) The little finger gives the effect of the direct rein action. This will turn the horse's head to the inside. (The importance of this has already been discussed.)

2. Alternate reining method with snaffle bit: Turn horse's head slightly to the left by a leading action of the left rein; the right acts as a check rein.

Reverse these procedures to obtain the right lead.

> Note: Later when the rider becomes more skilled in the coordination of hand and leg aids, he may use the traditional neck rein. To secure the left lead, the hand carries the left rein against the base of the neck. A well trained western horse responds to the stronger leg aid. The rein aid is very light and unnoticeable to the observer. Too strong a neck rein aid will turn the horse's nose out and up for the canter departure. This is the danger or limitation imposed on the rider by the western curb bit.

Application of Aids for Canter Departure

1. To obtain a canter departure (lope) on the left lead from a trot, the student should sit.

2. Have him apply the left rein as a leading rein.

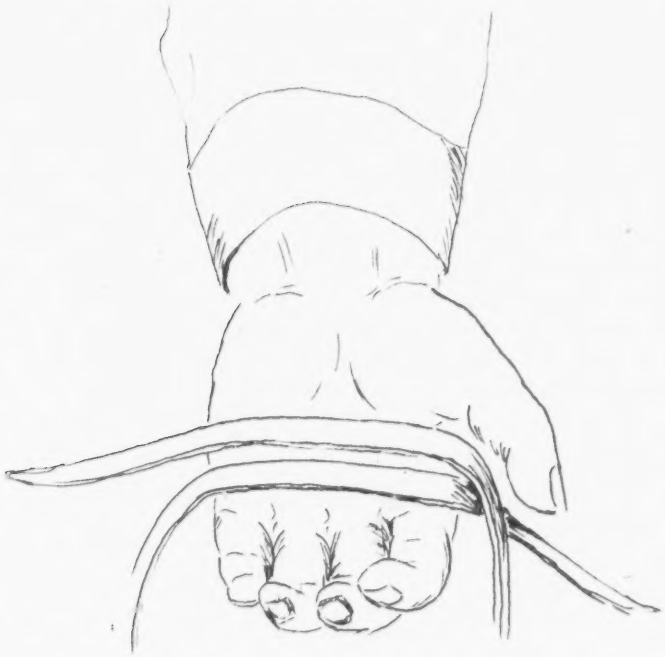
3. Have him apply the right leg behind the cinch with the left leg remaining at the cinch. The left leg will hold or squeeze, depending upon the sensitivity of the sides of the horse.

4. It is important for you to make sure that the student does not overuse the hand aids, thus preventing the horse's movement into the lope.

5. On the first stride of the lope or canter departure, the student's hands, or hand, move forward to follow the forward gestures of the horse's head and neck. Then the student returns to loose reins.

6. To help the student understand why it is so important to move hands forward with the first canter departure (loping) stride, have him watch other riders taking a canter departure and point out how the horse's head and neck move forward and down with the first stride when it is moving naturally and easily. This is the largest gesture the horse will make and if the rider restricts this movement the horse will not lope willingly for the beginning intermediate.

Reins Divided by Four Fingers



Leading rein action
may be given by either
index or little finger.

FIGURE 31

General Remarks

It is very difficult for the student at this level to coordinate his aids and move his hands sufficiently to allow freedom for the first stride of the lope, and the instructor should not expect immediate success. The use of leg aids should be emphasized because this allows a lighter rein aid, and the horse should be controlled primarily through the use of the leg aids. To make it easier for the student to obtain the correct lead, start the lope on a curve of the ring rather than on the straightaway. At this time it is generally best to start the lope from a trot or a jog-trot, but be sure the student does not allow the horse to trot too fast. Also watch that the student does not look down when giving the aids in order to see what lead the horse is taking. This throws the horse off balance and makes it more difficult to get the correct lead.

Lesson 19: Aids for maintaining the lope

Aids: When the horse is loping, the rider uses his leg at the cinch, urging in rhythm with the horse's stride. On the left lead, urge with the left leg; on the right lead, urge with the right leg.

1. Review mechanics of the lope and explain the reason the rider uses his leg on the lead side. He does this in order to keep the lead side moving ahead of the other side, for once the lead side becomes even with the other side, the horse begins to trot.

Reason for Aids

2. Have the student, while loping, tap or squeeze with his leg at the cinch on the side of the lead in rhythm with the stride of the horse.

3. The student usually will not have difficulty in feeling the rhythm; but if he does, explain that he is to use the leg aid just before the horse extends forward for the next stride.

4. At this time it is very important to give much more time to jog-trotting between the loping periods. This will relax both the horse and the rider physically and mentally.

Lesson 20: Loping on trail rides

When to Begin to Lope on Trails

After the student has lots of practice loping in small and large rings, in a group and by himself, and his position is secure enough to enable him to use his aids efficiently, he is ready to begin to lope on the trail. This will usually be during the last few trail rides of the camp season. ALWAYS REMEMBER TO LOPE IN THE DIRECTION AWAY FROM THE STABLES. Loping on trails should only be permitted if the instructor thinks it is safe for all the riders in the line and if the horses are schooled to lope in a group one by one on the trail.

IN CONCLUSION

The suggested lesson procedures presented here have proven both practical and valuable through years of camp instruction and youth activity groups. However, they are merely suggested outlines; the implementation of details must be left to the discretion of the individual instructor after due consideration of personnel, horses, and facilities.

Many fine results have been obtained from this method of teaching. The approach has been to a fundamental, basic style of riding. Deviations from this will allow the student to participate in the many varieties of equestrian activities.

APPENDIX

ARENA TESTS

There is an ever increasing demand in today's western training groups and horse shows for a type of progressive tests known as arena tests.

These are a series of logical training movements, combined at first into easy patterns, then becoming increasingly advanced. These tests are designed to measure the schooling of a horse and the ability, tact, and understanding of the rider.

The tests should start with the young or green horse and novice rider, and in successive degrees be carried on until they show the qualities required in a finished horse and finished rider: complete tractibility on the part of the horse, but with freedom of action and animation of a horse at liberty; tact and polish on the part of the rider revealed by his ability to obtain any of the required gaits and movements from the horse without observable use of aids.

WESTERN ARENA TEST - 1A

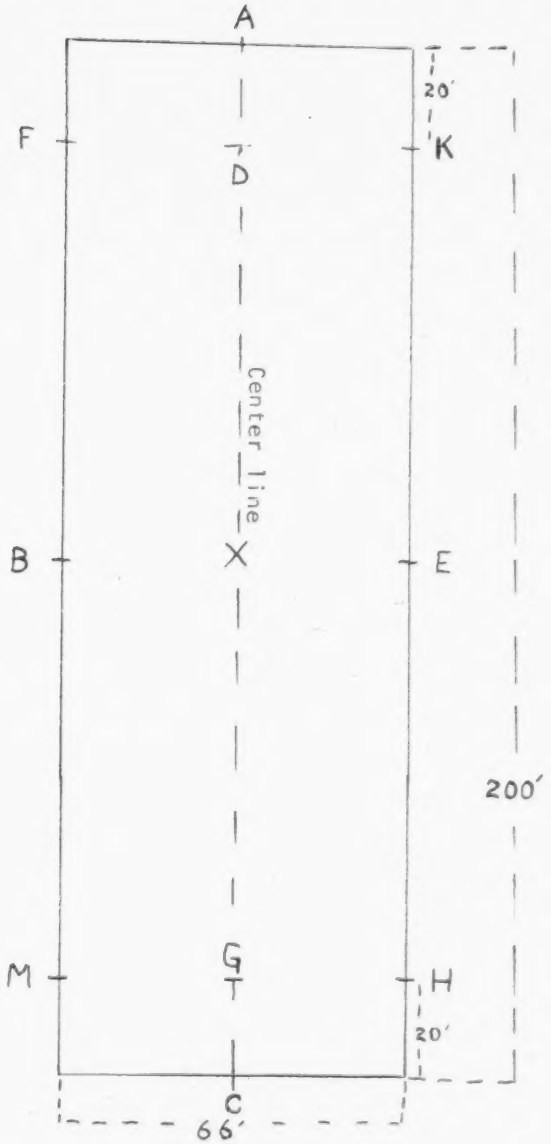
	MOVEMENTS	SCORE 1-10	
1.	A Enter ordinary walk X Halt. Acknowledge Judge. Proceed at ordinary walk. C Track to right		
2.	A Jog K-M Cross diagonal C Halt (5 seconds), continue jog H-F Cross diagonal, extend trot (regular).		
3.	F-A Jog A Ordinary walk E Halt. Turn on hindquarters 180 degrees (roll back) to left Resume ordinary walk		
4.	B Halt. Tun on hindquarters 180 degrees (roll back) to right Take jog		
5.	C Circle, tangent to sides, developing ordinary lope; right lead. On approaching C second time, track to right at jog.		
6.	M-X-K Cross diagonal. Halt at X. Back three steps. Resume jog		
7.	A Circle, tangent to sides, developing ordinary lope, left lead. On approaching A second time, track to left.		
8.	A-B Jog trot. At B, figure 8. Circle right. Interruption at X with walk. Resume jog. Circle left.		
9.	E Track left. A-C Serpentine, width of ring of three loops. C Track to left, ordinary walk.		
10.	H-F Cross diagonal, strong walk F-A Ordinary walk A Go up center line X Halt, Acknowledge Judge. Leave track to right on loose rein, free walk.		
11.	GENERAL IMPRESSION Impulsion Ease and freedom of gaits Backing attitude during roll backs		
12.	Suppleness and lightness of horse in movements.		
13.	Position and balance of rider Correct use of aids.		
	Total ---	*	

Judge's Signature _____

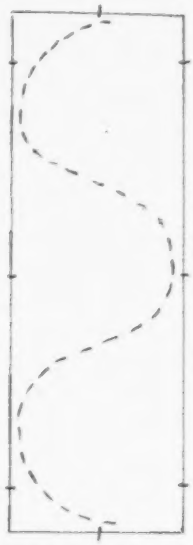
Secretary's Signature _____ Date _____

* 130 points - possible score on 1A Test

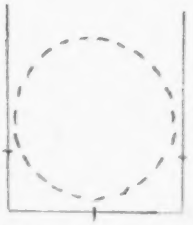
Arena and Movements for Test 1A



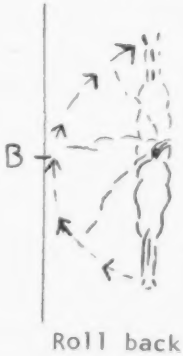
Standard Arena
(D, X, & G are not marked)



Serpentine of 3 loops



Circle tangent to sides



Roll back
at B

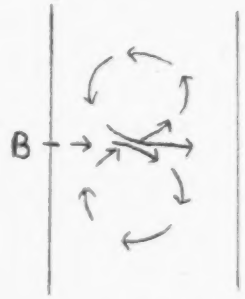


Figure 8 at B

Movements

FIGURE 32

An Outline of Position, Control, and Movements Required at Three Levels of Western Riding

A. General Aims of Position at the Three Levels
1. Unity of horse and rider
2. Security for the rider
3. Nonabuse of the horse
4. Efficient use of the aids

Elementary Level	Intermediate Level	Advanced Level
Reins in two hands permissible for better control	Reins in one hand, except for schooling, with following hands	Same as intermediate
B. Control	**Control**	**Control**
Rough, abrupt, and positive Reins in both hands for better guiding of horse Use of voice	Smooth, gradual, and precisely applied aids Reins in one hand without undue stress	Same as intermediate but with a higher degree of tact and timing
C. Movements	**Movements**	**Movements**
Walk Trot (regular) standing or posting Jog-trot, sitting Halt and back steps Circle, lope on correct lead Rollback at walk and jog Backing on straight line steps calmly Serpentine at walk and jog	Circles at jog, regular trot, and lope on correct lead Sit jog without stirrups Halt from any gait maintaining good balance with horse Lope a figure 8 with change of leads by interruption Lope a figure 8 with flying change of leads Rollback at walk, jog, trot side pass and lope 3 speeds of trot Serpentine at lope	Same as intermediate but with higher quality of tact and timing Also: Rollback at lope, smoothly executed Offsets Spins Reining stop Sliding stop (in certain sections of country)
D. Events	**Events**	**Events**
1. Training horse shows and 4-H rallies 2. Trail class 3. Modified "trotting" barrel race 4. Pleasure class 5. Elementary arena program ride	Horse Show Western pleasure class Western pair class Western trail class Western riding horse Contest (AQHA) Modified Gymkhana events Trail rides for recreation (not contest rides) Arena Test A-1 Keep a trained horse schooled for movements on elementary and intermediate levels	Same as intermediate Plus: Western reining pattern Stock horse contest Timing Events: Barrel race Stake race Keyhole race Gymkhana events under control Arena Test A-1 Arena Test A-3 Have knowledge of: Teaching beginners Reclaiming spoiled horses Schooling green horses

INDEX

Aids, 3, 6, 17, 21, 35, 45, 46, 48, 50, 51, 56, 59-62
  Leg, 17, 21, 36, 43-44, 50-51, 55, 56, 59-60
  Rein, 17, 20, 43-44, 53, 55, 59-60
  Voice, 1, 17
Alternate Reining Method, 13, 17, 20, 21, 30, 43, 53, 60
Balance, 2, 3-6, 9, 15, 17, 20, 21, 29, 30, 33, 34, 39, 40, 41, 45, 48
Bits
  Curb, 35, 44, 46, 52
  Grazing, 13, 52
  Snaffle, 13, 20, 21, 35, 43, 60
Check and Release, 9, 20, 55, 56
Clothing, 2
Facilities, 2
Frictional Grip, 6, 33
Give and Take, See Check and Release
Halt, 20, 29
Intermittent Contact, 20, 35, 45
Jog, 1, 28, 31, 38, 41-42, 46, 48, 51-52
Leading Rein, 20-21, 30, 36, 52-53, 60
Lope, 2, 17, 48-50, 55, 58-59
Neck Rein, 9, 15, 20, 21, 30, 36, 43, 45, 52, 59-60
Non-abuse, 3, 13, 20, 31, 36, 43, 45
Position, 1, 3-9, 15-16, 21, 28, 30-31, 35, 39, 52
Posting, 2-3, 17, 30, 31-34, 52, 58
Schooling, 1, 13, 41
Security, 3, 6, 9, 29, 35, 41, 49
Spring, 2, 39, 41
Stabilized Horses, 1, 13, 29, 34, 41, 52
Staff, 2, 3, 28, 34, 57
Standing Position, 15-16, 21, 30-31, 35, 40-41, 48
Trail Rides, 38, 47-48, 57, 63
Transitions, 35, 43, 45
Trot, 2, 17, 20, 21, 28, 30, 31, 34, 47, 51, 58
Turns, 21, 29, 35, 43, 45
Unity, 3, 9, 35
Walk, 20, 28-30, 47, 50-51

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